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AN ANALYSIS OF THE ROLE OF HEAD TEACHER IN BRITISH COLUMBIA

by

JOHN ANDREW MCTAGGART

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

AUGUST, 1966

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Analysis of the Role of Head Teacher in British Columbia," submitted by John Andrew McTaggart in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

This study was designed to analyze the role of the head teacher in British Columbia elementary schools. The theoretical basis underlying the study was derived from Getzels' social system model.

An attempt was made to determine the extent to which there was agreement on the definition of the role and to compare the expectations of principals and teachers with the actual role performance of the head teachers. Questionnaires were completed by 116 head teachers, 122 teachers, and seventy-six principals. The three classes of respondents were asked to choose one of the following fixed-alternatives to indicate the expectations they held regarding the action the head teacher should take with respect to each of fifty-one specific tasks:

I The head teacher should act independently of the principal

II The head teacher should act and then communicate with the principal

III The head teacher should act only with the knowledge and consent of the principal

IV The head teacher should take no action

Head teachers were also asked to report their actual behavior for these same tasks. Inter-group comparisons were made and the chi-square test was applied to determine the significance of the observed differences. A probability of $p \leq .05$ was accepted as significant.

The response alternatives were dichotomized on the basis of a dependent-independent action postulate. The percentages of alternatives I and II were combined to form the independence dimension of the dichotomy

and alternatives III and IV were combined to form the dependence dimension. Consensus within groups was then inferred from the combined percentages.

Data were also elicited by the questionnaire to obtain a description of the respondents and a description of the head teacher's working situation.

Teachers, it was found, tend to ascribe more autonomy to the position of head teacher than do position incumbents, who in turn perceive their role in terms of greater autonomy than do their principals. All three classes of respondents indicated agreement that tasks related to the placement and performance of pupils or teachers belonged to the principal. Principals showed a strong tendency to maintain control of decisions for actions which may involve the school or its personnel in direct interactions with others beyond the immediate school environment.

That the head teacher is subject to conflicting expectations may be attributed in part to the lack of a published, comprehensive, and explicit role definition. The tasks for which a high degree of agreement was shown in this study might well form the basis of such a role definition.

Though provisions for the appointment of head teachers have been in effect for over twenty years, close to 40 per cent of the existing positions have been created since 1961. In view of this increasing utilization of the position and of the apparent disagreement or misunderstanding of the head teacher's role, it may be that the position should be reviewed and perhaps redefined.

ACKNOWLEDGEMENTS

The writer wishes to express his appreciation to those whose counsel, assistance, and encouragement contributed to the completion of this study. The guidance given by Dr. E. Miklos as chairman of the thesis committee, and the assistance of Dr. H. T. Sparby and Professor T. Aoki are gratefully acknowledged.

The acknowledgements would not be complete without an expression of gratitude to District Superintendent H. D. Stafford whose kindly encouragement and support greatly facilitated the completion of the study.

Finally, the writer wishes to express his gratitude to his wife, Donna, whose vicarious involvement in the task was at no small cost.

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CHAPTER I

INTRODUCTION

I. BACKGROUND OF THE STUDY

From Inspection to Supervision

The past decade has witnessed a new emphasis on the importance of supervision as a means to the improvement of instruction. The fearsome figure of the provincial inspector has given way to the district superintendent of schools with his staff of supervisors and consultants. The distinction between inspection and supervision, as well as the desirability of emphasis upon the latter, has been recognized for many years. Putman and Weir[1] in 1925, for example, decried the impersonal and ineffective system of inspection which was more terrifying than helpful. Inspectorial visits were infrequent, brief, and yielded "neutral and colorless" reports on the quality of instruction. Furthermore, it was the rural teachers who most needed assistance and encouragement and who were most neglected by the existing system. The words of E. C. Elliott are apt: ". . .an inspector's function is to pass upon worth and efficiency. A supervisor must do this and more; he must raise the worth and increase the efficiency."[2]

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[1] J. H. Putman and G. M. Weir, Survey of the School System (Victoria: The Province of British Columbia, King's Printer, 1925), pp. 235-245.

[2] Ibid., p. 240.

Putman and Weir were skeptical of the practice of delegating inspectorial or supervisory authority to supervising principals who were deemed to be unqualified. H. B. King, however, saw some advantages in grouping several schools under one administration.

> . . .The grouping of adjacent schools under one principal would be an economy and in some cases a more efficient method of organization. Two or three schools close to one another, as is often the case in our cities, could be placed under one principal who would be free full time for supervision. Such a supervising principal, having under his charge two or three schools, should be given a car allowance and the full-time services of a stenographer.[3]

The operation of a school district has become an increasingly complex responsibility, impinging more and more upon the professional and administrative capacities of the inspector, whose changing role in British Columbia was a direct result of recommendations presented in the Cameron Report of 1945.[4] English later made the following observation: "All inspectors are likely in the future to have still more administrative work in addition to their special responsibility, which is the supervision of instruction in the schools."[5] Similar developments in Alberta caused Andrews to observe:

> With the introduction of the school division the inspector became a superintendent with a multiplicity of new duties which reduced the amount of personal attention which he could give to individual schools in his jurisdiction. Moreover, these factors coincided with a new realization of the importance of supervision in the schools together with an awareness that much of the required

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[3]H. B. King, School Finance in British Columbia (Victoria: The Province of British Columbia, King's Printer, 1935), p. 156.

[4]Maxwell A. Cameron, Report of the Commission of Inquiry Into Educational Finance (Victoria: The Province of British Columbia, King's Printer, 1945), p. 97.

[5]J. F. K. English, Education (Toronto: W. J. Gage Limited, 1959), II, p. 44.

> supervision could be adequately performed only by a person who was involved in the daily life of the school rather than by a periodic visitor.[6]

The title "district superintendent of schools" officially replaced the old title of "inspector" in 1958 in British Columbia, in recognition of his broader functions.[7]

Effecting Adequate Supervision

English had prophesied correctly. He might have added that the quadrupling of the teaching force would further increase the district superintendent's work load with the inevitable consequence that some duties would have to be done superficially at best or simply abandoned for sheer want of time. Unfortunately, as often as not, the task which was left undone or done in the manner of the earlier inspector, was that of the supervision of instruction.

In recognition of this eventuality, however, the Public Schools Act of 1958 made certain provisions in the grant structure which allowed school boards to appoint personnel to "posts of special responsibility,"[8] meaning, of course, such positions as department heads, teacher consultants, supervisors, and directors of education, whose primary function was to supervise the educational program and to assist teachers to improve the quality of their instruction. These specialists were not authorized to report on a teacher's performance, however, and the task of formal inspection and evaluation still belonged to the

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[6]J. H. M. Andrews, "Duties of School Principals in Alberta," p. 1. Quoted in the Report of the Royal Commission on Education in Alberta (Edmonton: The Queen's Printer, 1959).

[7]F. Henry Johnson, A History of Public Education in British Columbia (Vancouver: University of British Columbia, 1964), p. 157.

[8]Ibid., p. 189.

district superintendent and, since about 1955, to principals of schools with ten or more classes.

It is significant that in 1955, 785 or almost 80 per cent of British Columbia's elementary schools had fewer than ten teachers. The implication of this was that the prohibitive task of supervising a vast majority of the province's elementary teachers was solely the responsibility of the district superintendent.

II. THE PROBLEM

Background of the Problem

In order to establish a context for the present study it will be appropriate to cite relevant references from the Manual of the School Law and Rules of the Council of Public Instruction, 1961.

Section 129(b) of the British Columbia Public Schools Act makes the following provision:

> The Board of a school district may. . .appoint teachers as head teachers of public schools under the jurisdiction of principals having jurisdiction over two or more schools, each of whom shall have charge of the administration of the public school of which he is appointed head teacher under the direction of the principal of the school. . . .

Division 16.05 of the Rules of the Council of Public Instruction states further that:

> The Superintendent of Education shall not give his approval for the appointment. . .of more than (a) one supervising principal for each elementary school in which are enrolled 500 or more pupils. . . .

Figures reported in 1958 showed that over 85 per cent of British Columbia's elementary schools enrolled fewer than five hundred pupils.[9]

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[9] S. N. F. Chant, J. E. Liersch, and R. P. Walrod, Report of the Royal Commission on Education (Victoria: The Province of British Columbia, 1960), pp. 87f.

Although this represented a drop of six per cent from figures given in 1948 it is obvious that an overwhelming number of the province's elementary schools are locally administered either by a teaching principal or a head teacher neither of whom has the legal right or responsibility of reporting on the work of the teachers on his staff.

It is further stated in Division 3.14 of the Rules of the Council of Public Instruction that:

> The principal of a school of ten or more classes shall make a written report to the District Superintendent of Schools on the work of each teacher appointed to that school in that school year and on each other teacher not less than once every three years, and make such other written reports on teachers as may be required by the Board or by the District Superintendent of Schools.

It has been shown above that by far the greater number of British Columbia's elementary schools have fewer than ten classes. The designation of head teachers appears, among other reasons, to have been an attempt to alleviate the supervisory burden of the district superintendent by providing him with assistants in the persons of supervising principals.

The appointment of principals to supervise the educational program was evidence of the emerging "new image of the principal."[10]

> . . .The "newer" concept of the principalship assumes that the principal shall be the educational leader of his school. The "older" concept was that of a head teacher with added administrative duties, often routine in nature, who seldom assumed responsibility for instructional leadership within his school or within his community.[11]

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[10] L. W. Downey, "The Skills of an Effective Principal," The Canadian Administrator, I (December, 1961), p. 1.

[11] A. W. Reeves, "The Role of the Principal," The Alberta School Principal, John H. M. Andrews (ed.) (Edmonton: The Policy Committee, Leadership Course for School Principals, Faculty of Education, University of Alberta, 1960), p. 4.

The earliest evidence of the plan of delegating supervisory responsibility dates to 1936 when the Nanaimo City school system appointed a teacher-in-charge to each of the four elementary schools and an assistant supervisor who gave full-time supervision and leadership to grades one to six.

In 1945 the Cameron Commission presented a plan for the reorganization and amalgamation of some school districts. In that year Vancouver appointed its first head teacher in charge of a primary annex. In the following year the newly expanded districts of Nanaimo and Greater Victoria, finding themselves in possession of a number of small elementary schools, decided to adopt the scheme that the Nanaimo City school system had used for the previous ten years. Head teachers, or teachers-in-charge, were appointed to each school and a supervising principal was charged with the administration and supervision of a group of these schools. The approximate dates when each school district adopted the plan are shown in Appendix A. A trend toward more extensive use of the position of head teacher will be immediately apparent: more than ten districts have availed themselves of the provision in the Public Schools Act since 1961. In that year for example, School District 35 (Langley), a district of over twenty small elementary schools, acting on the recommendation of the district superintendent, grouped the schools into four geographically convenient zones (later called regions) of four or five small schools with a minimum aggregate population of five hundred pupils. A head teacher was appointed to each school and each zone was placed under the jurisdiction of a supervising principal. Population increase and the construction of three new schools necessitated the creation of a

fifth region after the first year.

The supervisory advantages of this administrative structure are obvious, as are the potential economies. The administrative advantages are also noteworthy. Once the framework is established it becomes exceedingly viable. This is an important characteristic for a district such as that cited above, as long as the Department of Education retains its policy "that, where expansion is needed, small local elementary schools be established."[12]

Statement of the Problem

Although the Public Schools Act provides for the employment of head teachers in British Columbia elementary schools, the actual delineation of their duties is left to school district authorities.

In setting out the duties of head teachers in their policy handbook, the Board of School Trustees of one school district, for example, prefaced a list of several general task areas with the following comment: "Without in any way limiting [the provisions of the Public Schools Act], the following statement indicates the nature of the functions included under administration. . . ."[13]

The phrase "indicates the nature of the functions" is permissive in intent and its interpretation has been left largely to mutual arrangements between head teachers and supervising principals. However, it

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[12]L. R. Peterson, "Excerpts from an Address in the Budget Debate," (Victoria: First Session of the 26th Legislative Assembly, 1961), p. 17. (Mimeographed.)

[13]Policy Handbook, The Board of School Trustees, School District No. 35 (Langley), sections 2220 and 4116.

should be apparent that conflicts could arise from overlapping areas of responsibility, from misunderstanding through lack of precise role definition or communication difficulties, or from personality differences. Because this situation could obtain it would appear that clarification of the head teacher's functions might result in more effective and efficient administration. Accordingly, the purpose of this study was to obtain information from all school districts in British Columbia known to employ head teachers, with a view to determining the extent to which there is agreement on the definition of the role.

Statement of Sub-Problems

1. To determine the head teacher's perceptions of his role.
2. To determine the expectations held by teachers and supervising principals for the position of head teacher and the extent to which there was intergroup agreement on expectations.
3. To determine the extent to which the actual role performance (as reported by the head teacher) agrees with the expectations of teachers and supervising principals for the role of head teacher.
4. To describe the head teacher according to years of experience and training, salary, etc.
5. To describe the working situation of the head teacher, according to size of school, size of classes, grades taught, distance from parent school, etc.

III. NEED FOR THE STUDY

The position of head teacher appears to be unique to British Columbia, though to be sure, many small elementary schools elsewhere in Canada and the United States are administered by non-resident principals. The 1958 yearbook of the National Elementary School Principal reported that 10 per cent of all urban elementary school principals administered two schools, two per cent, three schools, and one per cent, four or more schools.[14] It is reasonable to assume that a senior or head teacher is placed in charge of each school in which the principal is not resident.

Though the position of head teacher, as well as provision for appropriate emoluments, are explicit in the Public Schools Act, the definition of his duties is obscured in the phrase "under the direction of the principal of the school." Several school districts, attempting to be more explicit listed a number of general areas of responsibility but prefaced their lists with the same qualifying phrase, "under the direction of the principal." Others simply left the definition of the head teacher's duties to the principal.

It has been the investigator's experience that principals are content to maintain a fairly permissive relationship on the understanding that the limits of the head teacher's authority will be defined as issues arise. This obviously places the head teacher in an ambiguous position. Furthermore, it leaves the teachers who are serving with the head

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[14] National Elementary School Principal Yearbook (Washington: National Education Association, 1958), p. 310.

teacher wondering who is in charge of their school and to whom they should refer their problems.

Three sources of conflict in an administrative situation are discussed in Chapter II. Lack of clarity in role definition will result in incongruent expectations for the role and, inevitably, in conflict.

Assistant Superintendent Plenderleith (Administration) of the Department of Education, indicated in a letter to the investigator that, to his knowledge, no study has been made of the origin, development and role of the head teacher, and that there was a paucity of published data on the topic.[15]

IV. DEFINITION OF TERMS

1. Annex. This was defined as a classroom or classrooms not structurally attached to the school building in which the principal's office is located. In this sense the annex may be a building on the same grounds as the main building or it may be a building situated on a separate site.

2. Head teacher. This was defined as a teacher having charge of the administration of the public school of which he is appointed head teacher under the direction of the principal of the school. In some situations the head teacher is referred to as the "teacher-in-charge."

3. Supervising principal. This was defined as an elementary school principal having one or more head teachers under his jurisdiction.

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[15]Private communication, January 14, 1965.

4. School district. This was defined as any area of land created or constituted as a school district under the provisions of the Public Schools Act, having not fewer than ten children of school age resident within the defined boundaries, and who are available for attendance at school.

5. Role. This was defined as the sum of the expectations held for the behavior of an incumbent of a position.

6. Role expectation. This was defined as a normative standard which is applied to the behavior of an incumbent of a position.

7. Role perception. This was defined as a judgment made by a position incumbent which he believes will result in situationally appropriate behavior. It is a self-expectation. A judgment is the product of sensory awareness, beliefs, and attitudes.

8. Dependence-independence dichotomy. This was defined as the resultant of the division into two categories of the following four response alternatives given in Part II of the questionnaire:

I The head teacher should act independently of the principal

II The head teacher should act and then communicate with the principal

III The head teacher should act only with the knowledge and consent of the principal

IV The head teacher should take no action.

An analysis of the four fixed-alternative response categories revealed two distinct directions for possible action by the head teacher, one of independence and one of dependence. Alternative II tended toward the independent behavior of alternative I, , and alternative III, requiring the

consent of the principal and carrying with it the possibility of no action, tended toward alternative IV. Within each dimension of the dichotomy, statements of intensity of action were admitted. That is, alternative I was considered a more intense degree of independent behavior than alternative II, and alternative IV was considered more intensely dependent than alternative III.

9. Consensus. This was defined as the convergent trend of the dichotomized response alternatives within classes of respondents. Statements of degree or extent of consensus were made. For example, if the sum of the responses in one category of the dependence-independence dichotomy was equal to or approached equality with the sum of the responses in the other category, low consensus was inferred. The greater the sum of the responses in one category was in excess of 50 per cent of the total, the greater was the degree of consensus. Lack of consensus was inferred where an even 50 per cent response was recorded.

V. ASSUMPTIONS

It was assumed for purposes of this study:

1. That there was a need to clarify the role of head teacher for the position incumbents, teachers, and supervising principals, and that clarification of the role will contribute to more effective and efficient administration.

2. That the respondents gave a forthright and unbiased account of their expectations for the role of head teacher.

3. That head teachers accurately reported their actual role behavior.

4. That the instruments were reliable and valid.

VI. DELIMITATIONS

This study was delimited to include:

1. All teachers designated as head teachers or teachers-in-charge as defined in the Public Schools Act in British Columbia school districts for which head teachers' salary provisions were published in the School District Salary Schedules for 1964, by the British Columbia Teachers' Federation.

2. All principals who are responsible for the direction of one or more of those head teachers whose salary provisions were published in the School District Salary Schedules for 1964.

3. A minimum of one teacher serving with each head teacher of schools comprising two or more rooms.

VII. OVERVIEW OF THE THESIS

Chapter II includes a discussion of role theory together with an examination of some related studies. The design of the study is outlined in Chapter III. This chapter includes a description of the instrument used to obtain data for the study, a description of the respondents, and a discussion of the treatment of the data. An analysis of the expectations held for the role of head teacher appears in Chapter IV and in Chapter V an attempt is made to determine the extent to which there was agreement between the actual role behavior as reported by head teachers and the expectations held by teachers and principals. Chapter VI contains a discussion of the reported advantages of

the position of head teacher, some problems of the head teacher, and some suggestions by the respondents as to how the position might be improved. A summary of the study is given in the final chapter, together with conclusions, implications, and suggestions for further study.

CHAPTER II

ROLE THEORY AND RELATED RESEARCH

I. A THEORY OF SOCIAL BEHAVIOR

The primary intent of this investigation was to describe the head teacher's role. However, in order to move toward this objective it was first necessary to examine certain theoretical and operational problems related to role analysis. Social scientists have shown increasing interest in the concept of role in the last fifteen years, but semantic confusion has resulted from the tendency of each writer "to employ his own unique connotation and denotation of the terminology."[1] Sargent illustrates the inevitable communication difficulties:

> It is probably impossible for social psychologists to work out a comprehensive definition of role, which is satisfactory to all and which, at the same time, does justice to the complexities of the topic.[2]

Sargent's pessimistic view notwithstanding, there are certain common factors emerging. There seems to be a growing consensus, for example, on the notion that a given role is an ordered sequence or pattern of behavior, the consequence of expectations, learned responses and interactions.

---

[1] L. H. Morin, "The Principal's Perception of His Role" (unpublished Master's thesis, University of Alberta, Edmonton, 1964), p. 13.

[2] S. Stansfeld Sargent and Robert C. Williamson, Social Psychology (New York: The Ronald Press Company, 1958), p. 352.

The Relationship of Role to the Social System

The social system is the milieu of human interactions. The institution is the formalized, analytic unit of the social system through which goal-oriented, routinized functions are performed. Sheldon describes the context of role in these words:

> In the formal description of institutions the position of the actor is described by saying that he occupies a status. When he acts in this status he is said to be acting out a role. Thus institutions are in another sense systems of roles. Institutions, or systems of roles, are grouped into larger systems called social systems.[3]

Getzels, with obvious indebtedness to Parsons, has formulated a model which presents a cogent conceptualization of role as the most important subunit in the normative dimension of a social system. It will be useful to examine this model for its relevance to the present study.

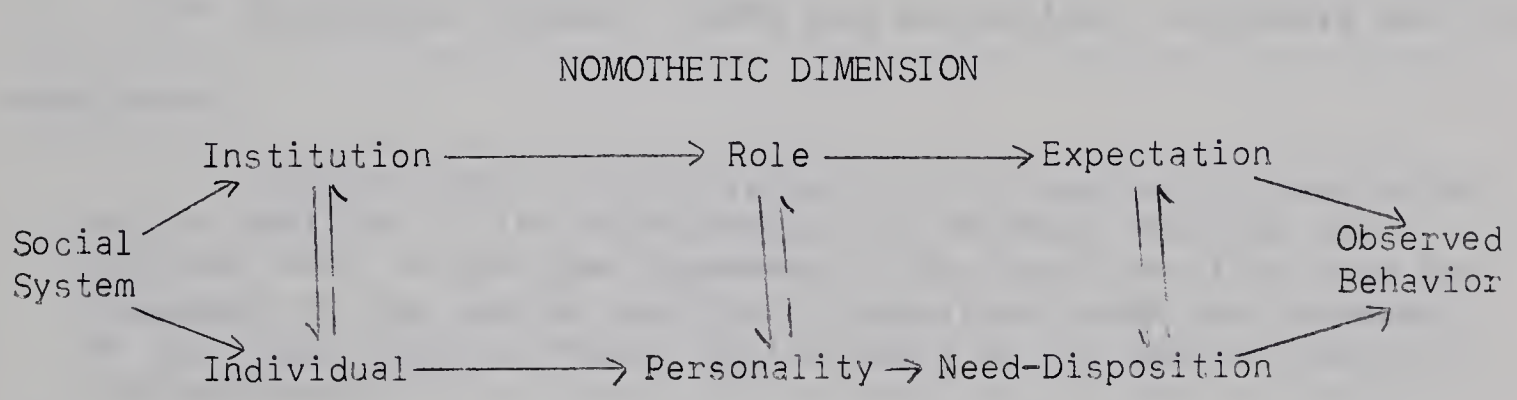


Figure 1. General Model Showing the Nomothetic and Idiographic Dimensions of Social Behavior (from Getzels and Guba).

The determinants of observed behavior are of two orders, according to the model shown in Figure 1--those of normative origin and those of personal origin. The nomothetic dimension of the model conceptualizes the sociological or normative aspect of the behavior of individuals in

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[3]Richard C. Sheldon, "Some Observations on Theory in Social Science," Toward a General Theory of Action, Talcott Parsons and Edward A. Shils (eds.) (New York: Harper and Row, 1962), p. 40.

complementary or interlocking roles, while the idiographic dimension conceptualizes the psychological aspect. It is important to add that, although these two dimensions have been conceptualized independently they are, in Getzels' terms, "phenomenally interactive." Role occupants are individuals with unique personalities and need-dispositions, whose role performance will be influenced by their psychological needs as well as by the expectations held by others. Sarbin calls this the "self-and-role-in-interaction thesis."[4]

Rights and responsibilities. "A role has certain normative obligations and responsibilities, which may be termed 'role expectations', and when the role incumbent puts these obligations and responsibilities into effect, he is said to be performing his role."[5]

The distinction between rights and obligations, say Gross and his associates,

> . . .Implies that the description of the expectation associated with a position in its relationship with another position must include "what is due" the incumbent of the focal position from the incumbent of the counter position (rights) and what the incumbent of the focal position "owes" the occupant of the counter position (obligations).[6]

Stated differently, a role incumbent is entitled to reciprocal acts from

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[4]Theodore Sarbin, "Role Theory," Handbook of Social Psychology, Gardner Lindzey (ed.) (Cambridge: Addison-Wesley Publishing Company, Inc., 1954), p. 223.

[5]Neal C. Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958), pp. 62-63.

[6]Jacob W. Getzels, "Administration as a Social Process," Administrative Theory in Education, Andrew W. Halpin (ed.) (Chicago: The Midwest Administration Center, 1958), p. 153.

those in counter or complementary roles if, by his own acts he validates his role in terms of their expectations. Roles, it must be concluded, are meaningless abstractions unless they are related to other roles.

The model formulated by Getzels attempts to "understand the nature of observed behavior--and to be able to predict and control it."[7] Two further considerations with which the role analyst must be concerned are added by Miklos: ". . .the behavior of an individual is influenced not only by the actual expectations held for him, but also by his own perception of those expectations."[8] Furthermore, ". . .it must be recognized that the individual also has his own conception of his role and that he will be guided to some extent by his self-expectations as well as by the expectations of others."[9] The different consequences of appropriate and inappropriate role behavior will also be determinants of the actual behavior of a role incumbent.

II. APPROACHES TO ROLE ANALYSIS

In their survey of the literature related to role analysis, Gross, Mason and McEachern have isolated three definitional categories which are representative of the major formulations and which it is deemed are pertinent to this discussion.[10]

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[7] Ibid., p. 152.

[8] Erwin Miklos, "Role Theory in Administration," The Canadian Administrator, III (November, 1963), p. 5.

[9] Ibid. [10] Gross et al., op. cit., pp. 11ff.

Normative Cultural Patterns

Implicit in a normative approach to the study of role is the notion of standards which may be ascribed to a role by tradition or by current attitudes and values held by a society. These normative standards become the expectations held for the occupant of a particular position and the expectations constitute the role.

A further implication of this approach is that the identity of the role-definers can be established. It may be ascertained, for example, that a previous occupant of a position established standards of behavior which came to be expected of subsequent occupants of the same position. It may be that authority has been ascribed to the occupant of a higher status position to define the official duties of a lower position. Or it may be that a position incumbent and his alter groups define the role in their reciprocal behavior patterns. It is possible, moreover, for a position incumbent to define his own role by demonstrating eligibility in terms of expertness or personal characteristics, in which case the expectations held for the role incumbent will be influenced by his self-expectations. By some definitions this would be called an "achieved role."[11]

An Individual's Definition of His Role

As noted in the previous statement, a role incumbent may define his own role by behaving in a way which seems to him to be "situationally appropriate."[12] In addition, he views and defines his role with

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[11] For example Sargent and Williamson, op. cit., p. 373.

[12] Ibid., p. 353.

reference to his perception of the expectations held by others, his interpretation of the publicly prescribed or official duties, and his self-expectations.

Empirical support for this approach to role analysis is of doubtful value for the simple reason that "a person cannot make valid observations of his own role enactments."[13] Sarbin calls this the "accessibility" or "reportability" dimension of role enactment which "can be applied only to the actor's report of his own role behavior."[14] The limitations of personal reporting are obvious in the instance of roles which are enacted automatically or unconsciously.

The Behavior of Actors Occupying Social Positions

This approach to role analysis involves the observation of the actual behavior of an incumbent as he enacts his role. Again referring to Sarbin's conceptualization of role enactment, this would constitute the "organismic dimension" in which events are available to the observations of others.[15]

These three categories delineated by Gross reveal a striking similarity to a formulation suggested by Fisk which, while intended as an approach to a definition of the task of educational administration, provides a useful basis for role analysis.

1. A definition arrived at by an outside observer based on what is happening in the administrative process as he views it. This may be described as the observed actuality of educational administration.

2. A definition arrived at by an outside observer based on

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[13] Sarbin, op. cit., p. 236. [14] Ibid. [15] Ibid., p. 233.

what he believes should be the behavior of educational administration. This may be described as the socially desired definition of educational administration.

3. A definition arrived at by a school administrator trying to perceive his responsibilities. This may be described as the man-on-the-job definition.[16]

Role Expectations

Role behavior is the product of cognitive discriminations among situational and social alternatives. Stated differently, a role incumbent acts in accordance with his perceptions of the expectations held for him, his assessment of these expectations in relation to his own needs, and his selection of situationally appropriate alternatives. Sheldon puts it this way:

> The basic assumption of Professor Parsons and Shils's proposal for a theory of action is that the actor strives to achieve goals. In his goal-seeking the actor is oriented to objects, and the orientation is assumed to be in three modes: cognitive, cathectic, and evaluative.[17]

Role expectations, says Sarbin, "are bidimensional, for every role expectation of other there is a reciprocal role expectation of self."[18] It should also be noted that self-expectations are motivated not only by the consequences of conformity or non-conformity to norms but also by the satisfaction of needs whether or not behavior thus motivated conforms to the expectations of others. Tolman's statement serves to summarize the reciprocal or complementary nature of the alter-

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[16]Robert Fisk, "The Task of Educational Administration," Administrative Behavior in Education, Roald F. Campbell and Russel T. Gregg (eds.) New York: Harper and Brothers, 1957), p. 201.

[17]Sheldon, op. cit., p. 42. [18]Sarbin, op. cit., p. 255.

ego relationship:

> A role is thus a series of appropriate and expected ways of behaving relative to certain objects, by virtue of a given individual's status in a given social structure or institution.
>
> Further, these expectations that individuals in given statuses will behave in such-and-such ways are called role expectations. This term has a double meaning. It applies not only to the expectations of the alters. . .that ego will behave in certain ways but it applies as well to the expectations of ego that if he behaves in these expected ways, the alters will meet his behavior with approval. . .and with other appropriate, complementary, meshing behaviors of their own.[19]

A tendency toward consistent appropriateness of reaction, according to Parsons and Shils, is also a tendency toward conformity with a normative pattern.[20] Consistent behavior patterns are useful for describing "what was" but reservations must be held for their use in describing "what will be." The predictive function of role expectations, however, is an assumption held by many role analysts. Bidwell, for example, argues that

> Role expectations allow alter to predict the behavior of ego and act toward ego in an appropriate way. It is impossible for an integrated social system to function unless such predictions are possible. . . .[21]

Another useful way of viewing role expectations is suggested by Lonsdale:

> An expectation may have direction, in that it may be either a prescription (must) or a proscription (must not) and it may have

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[19]Edward C. Tolman, "A Psychological Model," Toward a General Theory of Action, Talcott Parsons and Edward A. Shils, (eds.) (New York: Harper and Row, 1962), p. 350.

[20]Ibid., p. 106.

[21]Charles E. Bidwell, quoted by W. W. Charters in "The Social Background of Teaching," Handbook of Research on Teaching, N. L. Gage (ed.) (Chicago: Rand McNally, 1963), p. 798.

> intensity, on a continuum ranging from the permissive through the preferential to the mandatory.[22]

The relevance of this notion to the present study is illustrated in Figure 2. Response alternative II in the schema requires the head teacher to take the initiative for action and then to report to the

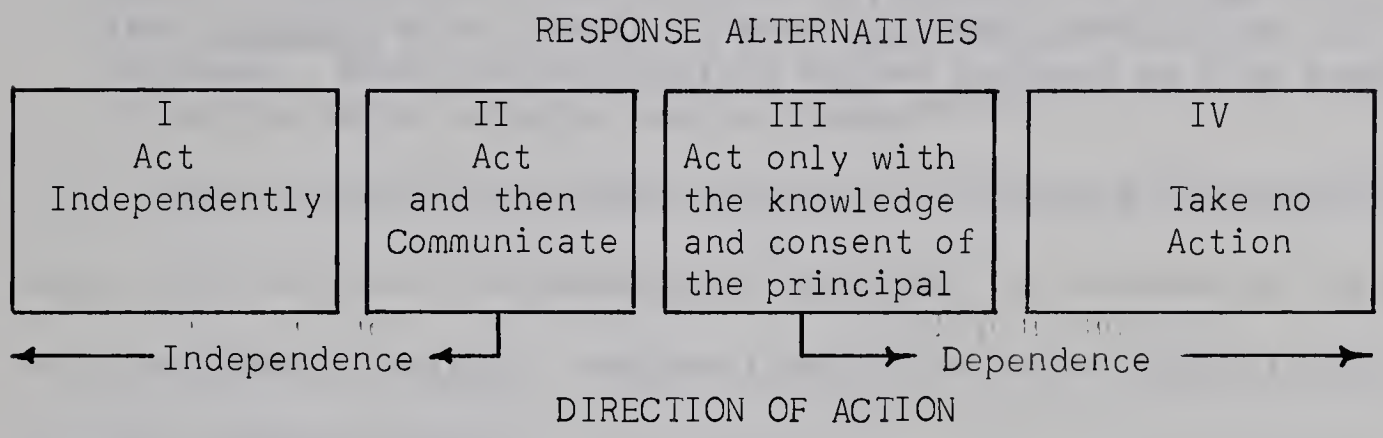


Figure 2. The Dependence-Independence Dichotomy

principal. In a sense, then, it is comparable to the independent action of alternative I, differing only in intensity. Response alternative III requires the head teacher to act only with the knowledge and consent of the principal. There are two behavioral possibilities inherent in this specification, both of which result in no action. The head teacher, realizing that he must obtain the principal's consent to act in a particular situation, may simply avoid raising the issue with the result that no action is taken or action is delayed until the matter reaches the principal's attention through other channels. Or, the head teacher upon requesting the consent of the principal to act, may be denied permission, in which case again the head teacher will take no action.

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[22]Richard C. Lonsdale, "Maintaining the Organization in Dynamic Equilibrium," Behavioral Science in Educational Administration, Daniel E. Griffiths (ed.) (Chicago: The National Society for the Study of Education, 1964), p. 150.



Role Perception

Perception is the cognitive response to sensory stimuli. Because the importance of the cognitive element in the process of perception is not clear, a suggestion offered by Morin in a recent study is accepted:

> Because the word perception is generally associated with simple sensory awareness of the physical environment, a change to the term judgment might result in more accurate communication of concepts. Krech and Crutchfield define judgment as "the product of perceptions, beliefs, and attitudes."[23]

Role perception has been defined as a sequence of behaviors in which the first act, the perceptual response, is followed by the actual role performance (motoric response) which the actor judges to be situationally appropriate.[24]

For a given role enactment there will be two descriptions, one based on the perceptions that ego has of his own performance and one based on alter's perceptions of the same act.

The self-expectations elicited by the instrument in the present study are assumed to be perceptual rather than motoric responses. That is, they are descriptive of anticipatory behavior rather than of completed acts. The head teacher's judgments as to what would constitute situationally appropriate behavior are influenced partly by the expectations he thinks others hold for him, partly by the experience which has shaped his beliefs and attitudes, and partly by his psychological needs.

Conflicts

Getzels points to three primary sources of conflict in an administrative setting: role-personality conflict, role conflict, and personality

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[23]Morin, op. cit., p. 22. [24]Sarbin, op. cit., p. 229.

conflict. Role conflicts occur, he says, "whenever a role incumbent is required to conform simultaneously to a number of expectations which are mutually exclusive, contradictory, or inconsistent, so that adjustment to one set of requirements makes adjustment to the other impossible or at least difficult."[25] Role-personality conflict is evidence of "mutual interference between nomothetic expectations and idiographic dispositions,"[26] and personality conflict is the result of opposing needs and dispositions within the personality of the role incumbent himself.[27]

In terms of the model, continues Getzels,

> These three types of conflict represent incongruence in the nomothetic dimension, in the idiographic dimension, or in the interaction between the two dimensions. Such incongruence is symptomatic of administrative failure and leads to loss in individual and institutional productivity.[28]

Conflict as distinct from disagreement. In the following quotation Charters clarifies the distinction between conflict and disagreement:

> The two basic purposes of comparing responses in role analysis, to establish the level of agreement in expectations and to designate the existence of conflict in expectations, are conceptually and operationally distinct problem areas. Conceptually, conflict refers to expectations which are not simply different but which are, in some way, incompatible and mutually contradictory. A low level of agreement in expectations in no way certifies the existence of conflict between them.[29]

Although conflict is not a central problem of this thesis it is included in this discussion because of its relevance to the theoretical

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[25] Getzels, op. cit., p. 161. [26] Ibid. [27] Ibid.

[28] Ibid., p. 162. [29] Charters, op. cit., p. 795.

model and also because it may be feasible in some instances to infer incompatible expectations from the data provided by the respondents.

Incompatibility of role expectations requires the actor to choose among alternatives or, in Getzels' words, "to compromise." However, though a discrepancy may exist in fact, it does not call for a choice or a compromise unless it is perceived. It is worth adding that even though a compromise between two sets of expectations permits a role incumbent to act, it does not necessarily eliminate the conflict.[30]

III. RELATION OF ROLE THEORY TO THE STUDY

The school is a social system with the specific institutionalized function of "educating." The social structure of the school is composed of a hierarchy of interlocking and complementary roles each governed by a unique and often inconsistent pattern of expectations. For this thesis the focal role of head teacher will be studied in the context of the expectations held by the incumbents of the related roles of teacher and principal.

The head teacher occupies a formally established position which is super-ordinate to the teachers serving in his school and subordinate to the principal. He is subject to the expectations of those in both counter positions and may find it necessary to compromise or establish priorities where expectations are incompatible. In addition he must assess these expectations in relation to his own psychological needs.

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[30]Henry J. Otto and David C. Sanders, Elementary School Organization and Administration (fourth edition; New York: Appleton-Century-Crofts, 1964), p. 250.

The actual role behavior of the head teacher, then, is determined by his perceptual formulation of the role. Satisfactory role performance will be a function of the accuracy with which the role is perceived, and of the ability of the head teacher to reconcile his own needs with the expectations of others. Loss in individual and institutional productivity will result from failure to resolve conflicts.

The school has a "primacy of orientation to the attainment of a specific goal,"[31] which, if it is to be achieved, must be broken down into specific tasks whose achievement is delegated to the incumbents of the formally established positions.[32] Explicit task specifications will contribute to greater agreement on the expectations held by teachers and principals for the position of head teacher, inevitably to the minimizing of areas of conflict, and ultimately to greater effectiveness and efficiency of administration.

IV. RELATED RESEARCH

Within the past decade the field of role analysis has enjoyed a vigorous and productive exploitation. The unprecedented surge of interest in the behavior of specific role incumbents may be attributed in large measure to the advent and heuristic potential of role theory concepts. A great many studies have focused on the expectations which are held for various role occupants. Some have investigated the problems of conflict arising from incompatible expectations, and others the perceptions of role incumbents or their alter groups. Still other studies

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[31]Gross et al., op. cit., p. 122. [32]Ibid.

have been content simply to report the actual behavior of particular role incumbents with a view to arriving at a description of the role. A number of these different studies will be examined for their relevance to the present research.

Studies of Administrative Duties

Characteristic of the actual role behavior studies are two unpublished Master's theses completed at the University of Alberta. McLeod[33] listed sixty-six specific tasks which assistant principals might be expected to perform. He asked both principals and assistant principals to describe the present responsibility of the assistant principal with respect to each of these tasks and also to give their opinions as to what the assistant principal's duties should be. Two of McLeod's conclusions appear to be inconsistent:

1. In many schools the duties of the assistant principal are not clearly defined, and

2. Principals and assistant principals as groups are in close agreement in their expectations of the assistant principal's duties.

Fenske[34] in a similar study found inconsistency between the tasks principals and vice principals actually performed and those tasks they claimed they would like to perform. Both McLeod and Fenske recommended that, for the roles they were investigating, there should be a clear statement of the function and duties of the role incumbents.

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[33]John Douglas McLeod, "The Urban Assistant Principal of Elementary and Elementary-Junior High Schools" (unpublished Master's thesis, University of Alberta, Edmonton, 1959).

[34]Melvin Robert Fenske, "Administrative Duties of Principals and Vice Principals in an Alberta School Division" (unpublished Master's thesis, University of Alberta, Edmonton, 1963).

Studies of Role Expectations

Both of the foregoing studies compared expectations with actual role performance. In a study of teacher role expectations, Soles[35] made the basic assumption "that given some mutual expectations of belief, then conformity of behavior to mutual beliefs follows." Although the pattern of role expectations may offer a better than chance prediction of actual role behavior, he continues, actual role behavior may be more diffuse than role expectations predict. Declarations of belief are not always matched by deeds or action. Moreover, while reports of mutual role expectations may describe public compliance to norms, they do not necessarily describe private convictions. Soles stresses the importance of knowing the deeper informal norms as well as the formal norms of the organization.

Sherk[36] investigated the expectations and perceptions of principals for the role of the superintendent. The results of his study indicated a wide variation in both expectations and perceptions of the principal for the superintendency role. Using a fixed-alternative type questionnaire similar to that used in this study, Sherk found that the most frequently held expectation was for the superintendent to take action on a number of specific tasks only after consultation with the principal.

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[35]Stanley Soles, "Teacher Role Expectations and the Internal Organization of Secondary Schools," Journal of Educational Research, LVII (January, 1964), p. 234.

[36]Harry Gordon Sherk, "The Expectations and Perceptions of Principals for the Role of the Provincially Appointed Superintendent of Schools in Alberta" (unpublished Master's thesis, University of Alberta, Edmonton, 1964).

The expectations of school board members for the role of the superintendent were examined by Finlay[37] in Alberta and Stafford[38] in British Columbia. In both of these studies the experience of the trustees appeared as a significant factor in determining their expectations for the superintendent's role.

A study by Brown[39] was concerned with investigating the expectations of three alter groups; parents, unit trustees, and school superintendents, concerning the behavior of the principal in rural, centralized unit schools in Saskatchewan. Using data gathered by the critical incident technique, Brown concluded that the changing conditions in education require a continuous effort on the part of the principal to induce many members of the alter groups to adapt their expectations to the existing conditions. The principal's effectiveness in his relation with students and the community is a function of his ability to resolve conflicts in alter-group expectations.

Studies of Role Perceptions

Sherk found significant differences in a comparison of the perceptions of principals with their expectations for the superintendent's

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[37]John Harvey Finlay, "Expectations of School Boards for the Role of the Provincially Appointed Superintendent of Schools in Alberta" (unpublished Master's thesis, University of Alberta, Edmonton, 1961).

[38]H. D. Stafford, "Expectations of School Trustees for the Role of the District Superintendent of Schools in British Columbia" (unpublished Master's thesis, University of Alberta, Edmonton, 1964).

[38]H. C. Brown, "The Role of the Principal in Centralized Schools in a Rural Area in Saskatchewan" (unpublished Master's thesis, University of Alberta, Edmonton, 1964).

role behavior in twenty-nine of fifty-three tasks investigated.[40]

Moyer[41] based a study on the theory that followers' attitudes and expectations in a leadership situation are of crucial importance in determining the success of an activity. Agreement on leadership expectations, he hypothesized, will result in more favorable attitudes toward the work situation. While Brown, in the study cited above, asserted the need for principals to persuade alter groups to change their expectations, Moyer adds that the school administrator must take steps to modify his own behavior, if need be, to match and perhaps exceed the aspirations of his subordinates.

Morin[42] studied the principal's perception of his role. He stressed the importance of accurate role perception to satisfactory role enactment. Inaccurate perception, he states, is likely to result in behavior which falls short of the required or expected behavior and which results in antagonism among influential alter groups. Morin found that experiential and situational factors do influence the principal's perception of his role. Similarities in educational background and the influence of a common philosophy of education appeared to explain large areas of agreement between categories of respondents. The results of Morin's study did not indicate a displacement of the traditional perceptions of the principal's role but rather they indicated an expanded role including some of the elements of the new image of an

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[40] Sherk, op. cit.

[41] Donald C. Moyer, "Teacher Attitudes," Administrator's Notebook, III (March, 1955).

[42] Morin, op. cit.

educational leader. A major implication of the Morin thesis is the need for clearly established expectations for the role of professional administrators and professional teachers. This need is accented by the increasing qualification of the teaching force.

Among the factors shown in various studies to influence an individual's perception of his own or another's role is that of values. Prince,[43] for example, based a study on the theory that there is a relationship between the extent of agreement in values held by principals, teachers, and students, and the degree of (perceived) effectiveness, satisfaction, and confidence in leadership found in the school. He devised a Differential Values Inventory to determine the extent to which his respondents held "traditional" or "emerging" values. He found that older teachers were more traditional in their value patterns, but more important, that a teacher with a traditional value pattern will perceive a principal with a similar value pattern as more effective than one with opposing values.

Studies of Role Conflict

In a study of role conflict in high school leadership, Cheal[44] found that the definition of the principal's role by several alter groups includes many inconsistent and incompatible expectations. He

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[43]Richard Prince, "Individual Values and Administrative Effectiveness," The Administrator's Notebook, VI (December, 1957).

[44]John E. Cheal, "Role Conflict in the Leadership of the Composite High School" (unpublished Master's thesis, University of Alberta, Edmonton, 1958).

took the same stance as Brown in suggesting that a major task of the principal is that of changing the expectations of alter groups until maximum unity and harmony have been achieved.

Cheal segregated a number of specific tasks into the following six role sectors:

1. General school organization
2. General staff relations
3. Instructional program
4. Extra-curricular program
5. Student behavior
6. Public relations

The respondents of four alter groups were asked to express their expectations with respect to these tasks either by agreeing, disagreeing, or stating no preference for the principal's behavior. A scale of conflict was established on the basis of the majority opinion within a group. The degree of conflict was expressed as follows:

First degree	50 - 55 per cent	Most severe
Second degree	56 - 65 per cent	
Third degree	66 - 75 per cent	
Fourth degree	76 - 80 per cent	Least severe

The major hypothesis of incompatible expectations for the principal's role was supported.

There appears to be a serious inconsistency in Cheal's general conclusions where it states that, "In spite of all the expectations of these alter groups, the principal's own conception of his role is the determining factor," and concludes the same paragraph with the assertion:

"However, though the role incumbent may change the expectations of the alter groups, the definition of his role, according to role theorists, is still the product of all alter group expectations. It can never be defined by the principal alone."[45]

While studying causes of conflicts and tensions among teachers, Bidwell[46] found that dissatisfied ones could not predict the behavior of the principal. Tensions were created because they could not determine the expectations held for them as teachers. Feelings of tension and insecurity were generalized into a declining morale within the school system. However, the fact that there were both satisfied and dissatisfied teachers working under the same administrator made it obvious that no single set of actions by the administrator could have produced feelings of confidence and security in both groups.

The conclusions of Bidwell's study are borne out in the findings of Gross and his associates[47] who demonstrated in their studies of the school superintendency role, that people who are exposed to anxiety as a result of conflict in some situations are less satisfied with their jobs and worry more in general.

The study by Gross is a major addition to the literature of role analysis, not only of important empirical evidence but also of an explicit operational vocabulary for future studies. Gross made the assumption that the extent to which there is consensus on role definition may be an

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[45] Ibid., p. 78.

[46] Charles E. Bidwell, "Some Causes of Conflicts and Tensions Among Teachers," The Administrator's Notebook, IV (March, 1956).

[47] Gross, et al., op. cit.

important dimension affecting the functioning of social systems.[48]

V. SUMMARY

The studies reviewed in this chapter have yielded the following conclusions:

1. The occupants of formally established positions are frequently subjected to the inconsistent and incompatible expectations of legitimate role definers.

2. The principal has a major responsibility in harmonizing the expectations of various alter groups for his role.

3. Role perceptions are influenced by the values an individual holds, by his attitudes, by experiential and situational factors, and by the norms of society.

4. The presence of conflict increases the possibility of anxiety, tension, and insecurity which, in turn, may affect individual and institutional productivity.

5. An explicit, published role prescription would do much to unify the expectations held for the behavior of the role incumbent.

The relevance of these findings to the present study may be stated briefly. Because head teachers occupy formally established positions, they may be subjected to conflicting expectations. Much of the disagreement between role definers might be disspelled were an explicit role definition published. The head teacher works "under the direction of the principal" who therefore has a major responsibility in clarifying

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[48] Ibid., p. 5.

and harmonizing the expectations held for the role incumbent.

CHAPTER III

DESIGN OF THE STUDY

I. INSTRUMENTATION

Data were collected by means of both fixed-alternative and open-end responses on a questionnaire (see Appendix C) which was distributed and returned by mail. Part I of the instrument was designed to elicit information about the respondents' personal and professional background. In Part II of the questionnaire, the respondents were asked to choose among the following four alternatives to express their expectations for the head teacher's behavior with respect to fifty-one specific tasks:

I The head teacher should act independently of the principal

II The head teacher should act and then communicate with the principal

III The head teacher should act only with the knowledge and consent of the principal

IV The head teacher should take no action

Head teachers were also asked to report their actual behavior for the same tasks. They were instructed to use the same response alternatives, changing only the word "should" to "does."

The respondents were then asked to give suggestions as to how the position of head teacher could be improved and to state the advantages and disadvantages of the position.

Only head teachers completed Part III of the questionnaire which

was designed to obtain information about the head teachers' working situation.

The three-part questionnaire was composed of items which were suggested by the literature or derived from personal experience and from the experiences of three head teachers and three supervising principals known to the investigator. Several revisions of the instrument were made on the basis of the discerning criticisms and suggestions offered by several individuals.

Each questionnaire mailed was assigned a code number consisting of the school district number and an arbitrary number for each principalship. All respondents were assured of complete anonymity in the reporting of the data. Follow-up letters were sent in a specific attempt to increase the number of teacher-respondents.

II. SELECTION OF THE SAMPLE

Twenty-two school districts were reported in the British Columbia School District Salary Schedules for 1964, published by the British Columbia Teachers' Federation, as having salary provisions for head teachers and these comprised the sample for this study. A letter was sent to the superintendent of each district requesting the names and addresses of all head teachers and their supervising principals, in their respective districts, together with any relevant historical information, policy statements with respect to the head teachers' duties, and of course, permission to conduct the study.

A sample of the schedule of allowances for head teachers in 1964

agreements appears in Appendix B. Two of the superintendents indicated that they no longer employed head teachers in their districts.

In addition to the head teachers and principals selected for this study, a sample of the teachers serving with head teachers was selected. An extra copy of the questionnaire was included with the head teacher's copy with the request that he obtain the consent of one other teacher of a specified grade on his staff to complete the form.

III. THE RETURNS

Table I shows the number of questionnaires mailed and the number and per cent of the usable returns. Over 75 per cent of the 416 questionnaires mailed were returned. Principals gave the largest percentage of

TABLE I

NUMBER AND PER CENT OF USABLE RETURNS BY CLASS AND SEX OF RESPONDENT

Class of Respondent	Number of Questionnaires Mailed	Number of Usable Returns			Per cent of Usable Returns
Teachers	176	M 14 F 108	T	122	69.3%
Head Teachers	147	M 64 F 52	T	116	79.0
Principals	93	M 74 F 2	T	76	81.7
Totals	416	314		314	75.5%

returns and teachers the smallest. By far the greatest number of teacher respondents were females while the largest number of principals were male.

Head teachers were more evenly divided with sixty-four male and fifty-two female respondents.

IV. CHARACTERISTICS OF THE RESPONDENTS

Table II gives the personal and professional background of the respondents. Teachers showed the lowest median age, the lowest median years of training, and the lowest median years both of total teaching and supervisory experience and of experience with their present board. Head

TABLE II

PERSONAL AND PROFESSIONAL BACKGROUND OF RESPONDENTS

	Class of Respondent		
	Head Teachers	Teachers	Principals
Median Age	39.5 years	32.9	44.5
Median years of training credited for salary purposes	3.05	2.37	4.95
Median years of experience with present board	6.9	3.15	11.41
Median total years of teaching and supervisory experience	10.5	6.44	19.79
Median years of experience as a head teacher	2.88		

teachers were next highest in all categories and principals were the highest. It was perhaps to be expected that principals would be the oldest, best qualified, and most experienced of the three classes of respondents. The converse then would hold true for teachers.

A comparatively low median was revealed for the years of experience as head teachers reported by the head teacher respondents. This might be attributable to the recent tendency of school boards to utilize the position of head teacher or it might be attributable to staff mobility.

A frequency distribution of the type of British Columbia teaching certificate held by each class of respondent is given in Table III. The

TABLE III

TEACHING CERTIFICATE HELD BY CLASS OF RESPONDENT

Class of Respondent	British Columbia Teaching Certificate Held									
	EC	EB	EA	PC	PC[a]	PB/SB	PA/SA	PA[b]	Other	Total
Head teachers	5	32	37	14	17	10	0	0	1	116
Teachers	6	63	39	6	6	1	0	1	0	122
Principals	0	2	13	7	6	22	17	9	0	76
Totals	11	97	89	27	29	33	17	10	1	314

[a]BEd (Elementary) Degree. [b]Master's Degree.

relationship between the median years of training credited for salary purposes and the type of British Columbia teaching certificate held is immediately apparent upon comparison of figures reported in Tables II and III. Over one-third of the principals held the highest possible teaching certificate, nine of whom had also earned Masters' degrees. Only one teacher and no head teachers were in this classification. One hundred eighty-six, or almost 60 per cent of the total number of

respondents held the EB and EA certificates which normally represent from two to three years of training beyond grade XII.

Grades Taught by the Head Teacher

A highly diversified range of grade combinations taught by the head teachers makes tabular presentation impractical. The most frequently occurring combination is grades six and seven; twenty-two head teachers reported responsibility for these grades. Fifteen head teachers teach grades five and six and eleven teach a straight grade seven class. Seventy-three head teachers teach the intermediate grades (that is, grades four to seven), thirty-nine the primary grades (one, two, and three), and three head teachers reported responsibility for special classes. One head teacher did not respond.

Size of the Head Teachers' Schools and Grades Enrolled

The size of the head teachers' schools is reported in Table IV in terms of the number of full-time teachers enrolling divisions and the numbers of pupils enrolled.

The number of divisions enrolled in the school or annex served by the head teacher, including the head teacher's class, ranged from one to eleven. Almost half of the schools enrolled three or four divisions. Three head teachers reported serving schools with more than nine divisions. The range for each category of pupil enrolment was determined by the teacher entitlement formula established by the Department of Education. The apparent flexibility of this formula will be observed upon comparison of pupil enrolment figures with numbers of divisions enrolled.

TABLE IV

SIZE OF HEAD TEACHERS' SCHOOLS BY NUMBER OF DIVISIONS AND PUPILS ENROLLED

Number of Divisions Enrolled	Frequency Reported	Number of Pupils Enrolled	Frequency Reported
1	2	25 or fewer	3
2	16	26 to 70	20
3	24	71 to 109	21
4	27	110 to 148	27
5	9	149 to 187	12
6	12	188 to 226	9
7	9	227 to 265	11
8	6	266 to 304	5
9	3	More than 304	1
More than 9	3		
No response	5	No response	7
Total	116	Total	116
Median	4.0		

Grades enrolled. In some school districts the head teacher's school or annex functions as a feeder school enrolling only pupils in grades one, two, and three. Some schools also enrolled kindergarten classes, special classes and retarded children's classes. In one instance the head teacher reported enrolling grades one to twelve inclusive. From the following figures it will be observed that the most frequent grade enrolments are grades one to six and one to seven:

Grades Enrolled	Frequency
Grades 1, 2, and 3	18
Grades 1 to 4	9
Grades 1 to 5	4
Grades 1 to 6	27
Grades 1 to 7	40
Other	12
No response	6
Total	116

Location of the Head Teachers' Schools

Most of the schools or annexes served by head teachers were located from one to three miles away from the building in which the supervising principals' offices were located. Ten head teachers, five of whom were in the same school district, reported serving the same school in which the principal's office was located and three head teachers reported serving annexes which were on the same grounds as the parent school. The following figures show the distribution of schools according to their relation to the principals' offices:

Location of Principals' Offices	Reported Frequency
In the same building served by the head teacher	10
On the same grounds	3
Under 1 mile	25
Up to 2 miles	23
Up to 3 miles	25
Up to 4 miles	12
Up to 5 miles	4
Up to 10 miles	4
Over 10 miles	3
No response	7
Total	116

Ninety-two head teachers replied that they had no released time from classroom teaching to perform their duties as head teachers, seventeen indicated that they were allowed some released time, and seven did not respond. Two school districts accounted for sixteen of the seventeen head teachers who reported having some released time. In one of these, a half day per week was allowed for the head teacher of each of the five four-room schools reported and in the other district a scale was established as follows:

Size of School	Released Time
4 rooms	3 half days per week
6 & 7 rooms	4 half days per week
8 - 11 rooms	5 half days per week

V. TREATMENT OF THE DATA

Consolidation of the Data

Questionnaire fixed-alternative responses were transferred directly to IBM cards. A second card was needed to record the head teachers' responses to Part IIB of the questionnaire. By means of the IBM sorter, frequency tabulations were recorded for each class of respondent.

While almost 80 per cent of the head teachers made use of the open-end questions, teachers and principals were somewhat less communicative. Approximately 51 and 54 per cent respectively, responded. An attempt was made to summarize the recurring comments of those who did respond and these are reported in frequency tables according to class of respondent in Chapter VI.

Statistical Treatment of the Data

For purposes of reporting and discussion the fifty-one specific tasks were assigned to four major categories as follows:

Task Numbers	Task Categories	Number of Tasks
14 - 27	Tasks related to teachers	14
28 - 39	Tasks related to pupils	12
40 - 53	Tasks related to program	14
54 - 64	Tasks related to supplies & facilities	11
Total tasks		51

Frequencies were tabulated for each response alternative in Part II of the questionnaire and converted to percentages. Since the assumption of an ordinal scale was indefensible,[1] the analysis was restricted to the use of non-parametric techniques. Chi-square was computed for each of the intergroup comparisons of raw data for each task area. The .05 level was accepted as indicating a lack of agreement between the groups compared, allowing the conclusion that where the computed chi-square fell below the table value required for significance, the differences in the observed frequencies were attributable to chance.

Where intergroup disagreement was indicated by the chi-square test it was possible in many instances to make inferences about the nature of the disagreement. Inspection of the percentages for each response alternative frequently gave a strong indication that the disagreement was either in the direction or the intensity of the expected action.

The degree of intra-group consensus on the direction of expected action was inferred from the combined percentages of response alternatives I and II (indicating independent action), and response alternatives III and IV (indicating dependent action). Lack of intra-group consensus was inferred if the respondents divided their responses precisely into a fifty-fifty ratio.

In a number of cases differences revealed by the chi-square test appeared to be differences in the intensity of expected action. For

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[1]George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 179.

example, disagreement between head teachers and principals was indicated for Task 29. However, both groups showed strong consensus (92 and 98 per cent respectively) on the expectation of dependent action. The disagreement, then, would appear to have occurred within the dependence category. Only 38 per cent of the head teachers compared with 62 per cent of the principals indicated the most intensely dependent expectation of no action expressed by alternative IV.

The same observations applied when the expectations of teachers and principals were compared with the de facto performance of head teachers.

CHAPTER IV

EXPECTATIONS HELD FOR THE ROLE OF HEAD TEACHER

This chapter is devoted to an analysis of the extent to which agreement was found within and between groups on the expectations held for the role of head teacher. Chi-square values were computed from raw data and raw data were converted to percentages of respondents favoring one or other of the four response alternatives for each task. The tasks are discussed in terms of those on which intergroup agreement was indicated on the direction of expected action, whether dependent or independent, and in terms of those on which there was a lack of intergroup agreement.

In the latter instance it was possible to make observations regarding the nature of the disagreement, whether of direction or intensity of expected action. Intra-group consensus was inferred if the combined percentages in the dependence-independence dichotomy exceeded 50 per cent.

I. TASKS RELATED TO TEACHERS

Agreement on Independent Action

Intergroup agreement on independent action was indicated for only two of the tasks related to teachers. These are shown in Table V with the combined percentages of respondents favoring response alternatives I and II.

TABLE V

PERCENTAGES OF RESPONDENTS FAVORING INDEPENDENT ACTION ON TASKS RELATED TO TEACHERS ON WHICH INTERGROUP AGREEMENT WAS INDICATED

Task No.	Task	Percentage of Respondents Favoring Independent Action		
		HT	T	P
21	Providing liaison between principal and staff	52	51	57
24	Instructing teachers on the use of special equipment	81	88	91

Task 21. The uniformly low consensus for the task of providing liaison might be attributable to its subjectiveness, a fact which would undoubtedly affect the validity of the responses. Approximately 39 per cent of each class of respondent expressed the opposing expectation of action only with the knowledge and consent of the principal for this task. This highly significant response adds further doubt to the acceptability of this as an assignable task.

Task 24. All three classes of respondents showed a high degree of consensus as well as intergroup agreement on the task of instructing teachers on the use of special equipment. Head teachers apparently are expected to take the initiative in showing teachers how to operate projectors, tape recorders, science apparatus, and other special equipment.

Agreement on Dependent Action

The tasks on which all groups indicated agreement on the

expectation of dependent action are shown in Table VI. The high degree of unanimity which was demonstrated in the responses to Tasks 15, 25, and 26 might be explained by the notion that these are areas which traditionally are ascribed to the principal in his capacity as supervisor of instruction.

TABLE VI

PERCENTAGE OF RESPONDENTS FAVORING DEPENDENT ACTION ON TASKS RELATED TO TEACHERS ON WHICH INTERGROUP AGREEMENT WAS INDICATED

Task No.	Task	Percentage Favoring Dependent Action HT	T	P
15	Observing teachers in the classroom	87	89	88
17	Arranging for substitute teachers	63	55	55
25	Checking pupil report cards after they have been completed by the teacher	88	88	86
26	Planning and conducting in-service events for teachers	89	89	88

Task 15. Agreement was decisive on the tasks of observing teachers in the classroom. This was not considered the head teacher's responsibility. However, it is worth noting that one school district made the following specific reference to this task in a policy statement:

> Although the Teacher-in-charge is not responsible for the standard of instruction and is not required to report on teachers, nevertheless she should be expected to visit the classroom and to offer every possible assistance in the organization, preparation, and presentation of lessons. This may include the teaching of

demonstration lessons.[1]

Task 17. One inference which might be drawn from the relatively low level at which intergroup agreement was shown for the task of arranging for substitute teachers is that the responses were influenced by school district policy. In some districts requests for substitutes are made directly to the school board office, in others arrangements are made by the principal, and in still others teachers are permitted to provide their own substitutes from authorized lists.

Tasks 25 and 26. Very high consensus in the direction of dependent action was indicated within groups for the tasks of checking pupil report cards and conducting in-service events for teachers. In terms of the expectations reported by the various groups these tasks are unequivocally the principal's prerogative. The most intensely dependent expectation of no action (alternative IV) was expressed by 69 per cent of the head teachers, 77 per cent of the teachers, and 74 per cent of the principals for the task of checking pupil report cards after they had been completed by the teacher.

Disagreement on Expected Action

Disagreement within and between groups, it has been stated, might be disagreement on direction or disagreement on intensity of expected action. The chi-square test revealed significant differences in the

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[1]Anonymity was assured each school district. It may be of interest to add that the school district cited above also made the most extensive provision for released time for head teachers to perform their administrative duties.

distribution of responses for a number of tasks but the nature of the disagreement had to be inferred from a direct observation of the data.

The significance of the concepts of degree and direction of consensus is well illustrated by a comparison of the responses given for Tasks 16 and 18 in Table VII. Disagreement between all three groups compared was indicated by the chi-square test for both tasks. Yet when the responses were examined in terms of the dependence-independence dichotomy, a relatively high degree of consensus in the direction of independent action was shown by all groups for Task 18 while for Task 16 the responses of head teachers were evenly divided, those of teachers showed a slight tendency toward independent action, and those of principals tended strongly toward dependent action. Table VII compares the percentages of responses for the tasks on which disagreement was indicated between groups.

Task 14. Interpretation may have influenced the responses given for this task. If a respondent interpreted the task of assisting teachers to plan lessons to mean only when requested to do so by the teacher, his response might well have been to act independently. About one-fourth of the respondents in each class did respond in this way. If, however, the respondent interpreted the task to mean that the head teacher should assist teachers whenever he sensed that assistance was needed, recognizing that such action would impinge on the principal's supervisory role he would respond as the majority did, in favor of dependent action. It might be further speculated that some of the respondents who favored the expectation of autonomous action were influenced

TABLE VII

INTERGROUP COMPARISONS OF EXPECTATIONS BY PER CENT OF RESPONSE ON TASKS RELATED TO TEACHERS WHERE DISAGREEMENT WAS INDICATED

Task No.	Task	Groups Compared	Response Alternatives I	II	III	IV	Levels of Significance	
14	Assisting teachers to plan lessons	HT	27	5	24	44		
		T	26	4	9	61	HT-T	.01
		P	25	4	30	41	T-P	.001
16	Convening school staff meetings	HT	33	17	28	22	HT-T	.01[a]
		T	41	17	36	6	HT-P	.05[a]
		P	19	9	41	31	T-P	.001[a]
18	Orientation of substitute teachers	HT	72	13	7	8	HT-T	.05
		T	84	3	8	5	HT-P	.02
		P	64	8	21	7	T-P	.02
19	Orientation of new teachers	HT	44	18	32	6		
		T	52	9	31	8	HT-P	.02[a]
		P	31	9	42	18	T-P	.01[a]
20	Advising teachers on how to deal with classroom discipline problems	HT	39	27	22	12		
		T	39	21	28	12	HT-P	.01[a]
		P	19	28	43	10	T-P	.02[a]
22	Scheduling pupil supervision duties	HT	67	16	16	1		
		T	74	10	14	2		
		P	54	19	26	1	T-P	.02
23	Establishing disciplinary climate for the school	HT	59	19	21	1		
		T	47	19	33	1		
		P	32	20	45	3	HT-P	.01
27	Assigning teachers to teach subject specialties (art, music, P.E., etc.)	HT	9	8	37	46		
		T	10	9	41	40	HT-P	.01
		P	1	1	30	68	T-P	.001

An "a" indicates that disagreement was found in the direction of expected action.

by the school board's expectation delineated in the discussion of Task 15. The validity of the responses to Task 14, then, must be held in question.

Task 16. It seems reasonable to expect that the task of convening staff meetings is one which would be clearly enunciated and on which there would therefore be considerable agreement. This was apparently not the case. A potential for conflict might well be inferred from the relatively high consensus for dependent action indicated by the principals contrasted with the ambivalent response of the head teachers and the tendency of teachers to favor independent action.

Task 18. Though disagreement in expectations was revealed by the chi-square test for the task of orienting substitute teachers, this disagreement appeared to be disagreement on the intensity of expected action rather than on direction. The strong expectation of independent action might be attributed to the distance between the head teacher's school and the principal's office. The substitute would not likely be expected to report to the principal before proceeding to his school, nor would it be feasible for the principal to be on hand at each school under his direction each time a substitute was engaged. Notwithstanding the relatively high degree of consensus for independent action expressed by principals, 21 per cent of them favored action only with their knowledge and consent.

Task 19. The same expectations do not hold for the orientation of new teachers as for substitute teachers. Although head teachers and

teachers showed a tendency toward the expectation of independent action, principals showed an equal tendency in the opposite direction of dependent action.

Task 20. Head teachers and teachers showed a striking similarity in the distribution of their responses for the task of advising teachers on how to deal with classroom discipline problems. Principals indicated a low degree of consensus on this task. Their modal expectation of 43 per cent was for head teachers to act only with the principal's knowledge and consent while the remaining 10 per cent in the dependence category expected no action. Head teachers and teachers on the other hand showed consensus in the opposite direction, indicating that this was a task on which the head teacher should act independently of the principal.

Task 22. Though most teachers and principals agreed on the expectation of independent action for the task of scheduling pupil supervision duties, substantial disagreement was indicated in the choice between the two response alternatives of the independence category. Seventy-four per cent of the teachers compared with only 54 per cent of the principals favored completely autonomous action for this task. No significant differences were found between the expectations of head teachers and principals or between head teachers and teachers.

Task 23. For the task of establishing the disciplinary climate of the school, head teachers indicated strong consensus on the expectation that this was a responsibility which the head teacher should undertake independently. Teachers did not differ significantly with either

head teachers or principals in their expectations for this task but only 52 per cent of the principals indicated the expectation of independent action. The specific acts by which Task 23 might be limited are, like those for Task 21, somewhat subjective in nature, again raising the question of validity. There was relatively strong consensus among the principals (45 per cent) that action on this task should only be with their knowledge and consent.

Task 27. All three groups of respondents indicated very high consensus on the expectation of dependent action by the head teacher on the task of assigning teachers to teach special subjects. Consensus among principals for this task was virtually unanimous. Sixty-eight per cent of them favored the most intensely dependent action expressed by alternative IV. No significant differences were found in the comparison of head teachers' responses with those of teachers.

Discussion

All three groups agreed on their expectations for six of the fourteen tasks related to teachers, on two in the direction of independent action and on four in the direction of dependent action.

Teachers and principals disagreed on the greatest number of tasks, differing significantly in their expectations on seven tasks, three of which were at the .001 level. One reason for this may be the difference in physical proximity between the principals and their teachers and between head teachers and teachers. The corollary of this assumption, then, would explain the relatively high agreement between teachers and head teachers.

Head teachers and principals showed differences in expectations for six of the tasks in this category. Three of these were observed to be differences in direction. In each case the tendency is for head teachers to ascribe more autonomy to their position than do the principals. It has been shown that the head teachers' schools, in ninety-six out of one hundred nine reported instances, are not located on the same grounds as the principals' offices and often are from two to ten miles distant. Apparently head teachers view themselves more as resident building principals than as deputies of the principal.

The principal is ultimately responsible for the standards of performance of his pupils and teachers and for the disciplinary standards of his schools. It is not surprising, therefore, that he should wish to maintain control of decisions for action in matters directly affecting the professional development and performance of his staff. The crucial problem of establishing the climate of discipline within a school is one on which principals expressed ambivalent expectations. Perhaps a distinction should be made between "establishing" and "maintaining" the disciplinary climate. The principal might then assume his prerogative in setting the standard and expecting head teachers and teachers to maintain the standard.

The self-expectations held by head teachers for their role indicate that they perceive the role in terms of more independence and freedom to use their initiative than do principals. Consensus based on the dependence-independence dichotomy revealed strong agreement among the three classes of respondents for eight of the fourteen tasks, three in the direction of independence and five in the direction of dependence.

The reasons for disagreement and low consensus for the remaining six tasks can only be speculated. Policy may vary from district to district. Interpretation may have influenced some responses. The distance between the head teacher's situation and the principal's office may be a factor. While it is correct to infer that conflicts may arise when a role incumbent is subjected to incompatible expectations, the possibility that personality conflicts may lead to disagreement in expectations should not be discounted.

II. TASKS RELATED TO PUPILS

There were twelve tasks which involved the head teacher in interactions with pupils.

Agreement on Independent Action

Table VIII shows the percentage of respondents who favored independent action on the tasks where intergroup agreement was indicated.

TABLE VIII

PERCENTAGE OF RESPONDENTS FAVORING INDEPENDENT ACTION ON TASKS RELATED TO PUPILS WHERE INTERGROUP AGREEMENT WAS INDICATED

Task No.	Task	Percentage of Respondents Favoring Independent Action HT	T	P
32	Checking on pupil absentees	55	69	66
35	Inviting parents to conferences to discuss pupils' achievement or behavior problems	54	52	51
38	Registering and placing new pupils	77	68	75
39	Dealing with sick or injured pupils	95	94	90

Task 32. Only moderate intra-group consensus was indicated for the task of checking on pupil absentees. Two possible levels of action inherent in this task may have influenced the responses. The expectation may have been for the head teacher simply to maintain a daily check on the numbers of absentees in his school or he may have been expected to contact parents to make inquiries about specific cases of absence.

Task 35. Although intergroup agreement was shown for the task of inviting parents to conferences, all three groups indicated low consensus for independent action. In fact about one-third of the respondents in each group favored action only with the principal's knowledge and consent.

Task 38. Intra-group consensus was relatively high for all groups on the task of registering new pupils. This routine task, it appears, is deemed to be the responsibility of the resident authority in each school.

Task 39. Very high consensus within groups was shown for the task of dealing with sick or injured pupils. However, the strongest expectation within the independence category was for head teachers to communicate with the principal following action.

Agreement on Dependent Action

Intergroup agreement on dependent action was revealed on only one of the tasks related to pupils.

Task 33. Intergroup agreement as well as moderately high intra-group consensus was indicated for the task of administering aptitude tests to pupils. Seventy-eight per cent of the head teachers, 86 per cent of the teachers, and 76 per cent of the principals expressed the expectation of dependent action by the head teacher for this task. Half of each group of respondents favored action only with the principal's knowledge and consent. The presence of school district special counsellors or psychometricians may have influenced the choice of response for this task.

Disagreement on Expected Action

Chi-square revealed significant differences between the expectations held by head teachers and teachers on two tasks, between head teachers and principals on four tasks, and between teachers and principals on four tasks related to pupils. However, it is important to note that the disagreement in most cases appeared to be disagreement in intensity rather than in the direction of expected action. The tasks on which disagreement was shown are reported in Table IX.

Task 28. Both head teachers and teachers differed significantly with principals on their expectations for the task of dealing with pupils sent for disciplining. While favoring independent action, principals indicated in their modal response of 44 per cent that they expected head teachers to report any disciplinary actions taken. Slightly less than one-third of the principals also expressed the expectation of action only with their knowledge and consent.

TABLE IX

INTERGROUP COMPARISONS OF EXPECTATIONS BY PER CENT OF RESPONSE ON TASKS RELATED TO PUPILS WHERE DISAGREEMENT WAS INDICATED

Task No.	Task	Groups Compared	Response Alternatives I	II	III	IV	Levels of Significance	
28	Dealing with pupils sent for disciplining	HT	47	37	12	4		
		T	41	41	16	2	HT-P	.001
		P	24	44	32	0	T-P	.02
29	Dismissing pupils for persistent misbehavior or disobedience	HT	5	3	54	38		
		T	4	4	64	28	HT-P	.02
		P	1	1	36	62	T-P	.001
30	Providing police and welfare agencies with information about pupils	HT	15	13	56	16		
		T	9	8	62	21		
		P	5	7	55	33	HT-P	.02
31	Making decisions in doubtful cases regarding promotion of individual pupils	HT	5	0	58	37		
		T	5	2	46	47		
		P	3	0	37	60	HT-P	.01
34	Testing pupils: achievement	HT	18	13	40	29		
		T	9	8	41	42	HT-T	.05
		P	17	13	46	24	T-P	.05
36	Transferring pupils out of the school	HT	46	35	16	3		
		T	43	25	18	14	HT-T	.02
		P	37	30	20	13		
37	Transferring pupils within the school	HT	19	12	50	19		
		T	19	13	52	16		
		P	15	9	42	34	T-P	.05

Task 29. Head teachers and teachers again disagreed with principals on their expectations for the task of dismissing persistently misbehaving pupils. However, the disagreement was almost certainly attributable to differences in the intensity of expected action. Intergroup agreement on the direction of dependent action for this task was all but unanimous.

Task 30. The disagreement revealed between the expectations of head teachers and principals for the task of providing outside agencies with information about pupils appeared to be disagreement on both intensity and direction. Although both groups favored dependent action according to the dichotomized percentages, 28 per cent of the head teachers indicated that independent action was the appropriate expectation for this task.

Task 31. Head teachers and principals differed at the .01 level on their expectations for the task of making promotional decisions. However, their disagreement appeared to occur within the dependence category of action. Only 37 per cent of the head teachers indicated the expectation of no action for this task while 60 per cent of the principals favored this alternative. Intergroup agreement on the direction of action was virtually unanimous.

Task 34. Head teachers and principals indicated disagreement with teachers on the expectations held for the task of administering achievement tests. It is possible teachers felt that this was a task on which they themselves could appropriately take action should it be

required. Though relatively high intra-group consensus was shown for dependent action on this task it was not explicit in the responses that head teachers should take no action. Forty per cent or more of each class of respondent favored action only with the knowledge and consent of the principal.

Task 36. Disagreement between head teachers and principals on the task of transferring pupils out of the school approached but did not attain significance. It was head teachers and teachers, according to the chi-square test, who differed significantly on their expectations. Intra-group consensus was moderately high for all groups on the direction of independent action on this task.

Task 37. Head teachers and principals differed on their expectations for the task of transferring pupils within the school but this difference appeared to be more of intensity than direction.

Discussion

No significant differences were found in the intergroup comparisons of expectations on five of the tasks related to pupils.

It is of some significance to note that while differences were revealed by the chi-square test on a number of tasks related to pupils, the differences in almost every case could be attributed with a high degree of certainty to disagreement on the intensity of expected action rather than on the direction. It was observed that intra-group consensus on expectations was shown by all groups for every task in this category. Six of these were for independent action and six were for

dependent action.

Analysis of the data for all the tasks related to pupils revealed two interesting phenomena. There appeared to be a disinclination on the part of all classes of respondents to ascribe complete dependence or independence of action (that is, response alternatives I or IV) to the head teacher. Only in two instances--both of them expectations of principals for the action designated by response alternative IV--did the sum of the responses for either alternative I or IV exceed 47 per cent of the total.

The second observation concerned only the responses of principals. Apart from the two exceptions noted above, principals showed a strong tendency to choose the less intense modes of action for the head teacher expressed by alternatives II or III. It might be inferred from this that principals are somewhat ambivalent in their expectations, wishing neither to ascribe complete autonomy of action to head teachers nor to relinquish their prerogative of assigning responsibility should it be desirable to do so.

The twelve tasks, it was noted, were evenly divided between the expectation of independent action and dependent action. In general, however, the weight of the responses continued to indicate a tendency for head teachers to ascribe more autonomy to their role than do principals. To illustrate this observation, an examination of the percentages recorded in Table IX, page 61, reveals that when intergroup agreement on independent action was indicated, it was head teachers who showed the strongest intra-group consensus, and when agreement on

dependent action was indicated it was principals who showed the strongest intra-group consensus. Conversely, then, principals appear to view tasks which relate to pupil placement and performance more as their prerogative than do the head teachers.

The expectations which principals hold for head teachers with respect to matters of discipline present a somewhat incongruous picture. Fifty-three per cent of the principals agreed that head teachers were not expected to advise teachers on how to deal with classroom discipline problems (Task 20) and a scant 52 per cent concurred that the head teachers should use their own initiative in establishing the climate of discipline for their schools (Task 23), but 68 per cent of them expected head teachers to deal independently with pupils who were sent to them to be disciplined (Task 28). If the head teacher is to be expected to discipline pupils referred to him by other teachers, it does not seem unreasonable to expect that he should be given a considerable measure of authority in setting the disciplinary standards for his school, including the right to exercise this authority in the classrooms.

III. TASKS RELATED TO PROGRAM

The three classes of respondents were asked to express the expectations they held for the head teacher with respect to fourteen specific tasks related to program. Nine of these tasks involved controlling the movement of pupils and the remaining five involved interactions between the school and the community.

Agreement on Independent Action

Intergroup agreement on independent action was indicated on only one of the tasks related to program.

Task 48. No significant differences were found in the intergroup comparisons of the responses for the task of organizing and directing a school traffic patrol. However, very low consensus was indicated by principals and only moderate consensus by head teachers and teachers for this task. Only 51 per cent of the principals, 58 per cent of the head teachers, and 64 per cent of the teachers concurred on the expectation of independent action. The modal response of principals was 45 per cent favoring action only with their knowledge and consent. It is perhaps worth speculating on the number of small schools, especially in rural areas, which would actually operate traffic patrols.

Agreement on Dependent Action

All three groups agreed on the expectation of dependent action for one task in this category.

Task 42. Intergroup agreement on dependent action was indicated for the task of initiating school programs to which parents and public were invited. Intra-group consensus was moderately high with 70 per cent of the head teachers, 67 per cent of the teachers, and 79 per cent of the principals favoring dependent action. A highly significant modal response of 62 per cent, 61 per cent, and 71 per cent for head teachers, teachers, and principals respectively was given for the expectation of action only with the principal's knowledge and consent.

Task 41. Although the chi-square test failed to reveal significant differences between groups for the task of initiating assemblies for special occasions, differences in the direction of expected action were indicated. Intra-group consensus among head teachers and teachers was for independent action while 56 per cent of the principals favored the expectation of dependent action for this task.

Disagreement on Expected Action

Intergroup disagreement on the expectations held for the head teacher with respect to tasks related to program was much more pronounced than on tasks related to teachers or pupils. Teachers disagreed with principals on all the remaining tasks in this category--on four of these at the .001 level. Principals and head teachers were in somewhat more agreement, differing on six tasks, and teachers and head teachers differed on only two tasks. The response distributions for the tasks on which disagreement was indicated are shown in Table X with significance levels.

Task 40. The modal expectation for all groups on the task of holding regular assemblies was for head teachers to act autonomously. The relatively low intra-group consensus expressed by principals for this task is surprising in view of the explicit direction given in Division 3.01 of the Rules of the Council of Public Instruction which states that "At least one day in each week. . .all pupils then in attendance at a public school shall be assembled, by classes or by

TABLE X

INTERGROUP COMPARISONS OF EXPECTATIONS BY PER CENT OF RESPONSE ON TASKS RELATED TO PROGRAM WHERE DISAGREEMENT WAS INDICATED

Task No.	Task	Groups Compared	Response Alternatives I	II	III	IV	Levels of Significance	
40	Holding regular assemblies	HT	58	8	25	9		
		T	64	11	19	6		
		P	49	5	39	7	T-P	.02
43	Initiating plans for parent-teacher conferences	HT	30	8	46	16		
		T	26	19	42	13	HT-P	.01
		P	9	13	61	17	T-P	.01
44	Timetabling for the use of special school facilities (e.g. activity room, art room, music room, etc.)	HT	59	17	15	9		
		T	67	17	12	4	HT-P	.02
		P	43	23	30	4	T-P	.01
45	Scheduling use of school playgrounds	HT	67	14	16	3		
		T	81	12	5	2	HT-T	.05
		P	56	16	27	1	T-P	.001
46	Conducting fire drills	HT	74	12	12	2		
		T	76	14	8	2		
		P	70	5	22	3	T-P	.02
47	Planning and sending notices to parents	HT	24	18	54	4	HT-T[a]	
		T	31	21	41	7	HT-P	.001
		P	5	19	61	15	T-P	.001[a]
49	Organizing and directing school athletic program (including sports days)	HT	38	21	41	0		
		T	43	20	35	2	HT-P[a]	
		P	29	15	55	1	T-P	.05[a]
50	Organizing and directing operation of library facilities	HT	54	16	25	5		
		T	57	17	17	9	HT-P	.01[a]
		P	31	15	47	7	T-P	.001[a]

TABLE X (Continued)

Task No.	Task	Groups Compared	Response Alternatives I	II	III	IV	Levels of Significance	
51	Approving invitations to community members to speak in classrooms	HT	26	14	40	20		
		T	31	19	40	10		
		P	12	20	50	18	T-P	.01[a]
52	Approving field trips not requiring buses	HT	28	12	39	21	HT-T	.01[a]
		T	27	26	39	8	HT-P	.05
		P	12	9	55	24	T-P	.001[a]
53	Inviting press coverage of school activities	HT	15	10	52	23		
		T	17	9	58	16	HT-P	.02
		P	1	7	65	27	T-P	.01

An "a" indicates that disagreement was found in the direction of expected action.

school. . . ."[2] Thirty-nine per cent of the principals held the expectation that head teachers would act only with their knowledge and consent.

Task 43. Head teachers and teachers both disagreed with principals on the task of initiating plans for parent-teacher conferences. Although intra-group consensus was indicated for dependent action, most of the respondents in each group favored action only with the principal's knowledge and consent.

Tasks 44, 45, and 46. Teachers and principals differed on their expectations for the tasks of timetabling for the use of special facilities, of scheduling use of the playgrounds, and of conducting fire drills. However, high intra-group consensus was indicated by all groups for these tasks. The modal response in each instance was for complete independence of action by the head teacher.

Task 47. Although no significant differences were revealed by chi-square in the comparison of head teachers' with teachers' expectations for the task of planning and sending notices to parents, there appeared to be some disagreement on the direction of expected action. Teachers were somewhat ambivalent in the expectations they held. Only 52 per cent of them agreed that this was a task on which the head teacher should take independent action. Head teachers and principals, on the other hand, viewed this task more as the prerogative of the principal.

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[2]Manual of the School Law and Rules of the Council of Public Instruction (Victoria: The Province of British Columbia, 1958), Division 3.01, p. 2.

Tasks 49 and 50. Similar patterns of consensus were shown for the tasks of organizing and directing the athletic program and the library facilities. Both head teachers and teachers indicated the expectation of independent action for these tasks while principals, though showing low consensus, expressed expectations in the direction of dependent action by the head teacher. The chi-square test failed to reveal any significant differences between the expectations of head teachers and principals for Task 49. However, analysis of the dichotomized percentages seemed to indicate the disagreement in direction noted above.

Task 51. Teachers and principals disagreed on the task of approving invitations for non-certificated personnel to speak in classrooms. Teachers revealed a lack of consensus on their expectations for this task while 68 per cent of the principals favored dependent action.

Task 52. Disagreement was indicated in all three intergroup comparisons for the task of approving field trips not requiring buses. Both head teachers and principals showed intra-group consensus for dependent action while teachers showed low consensus for independent action.

Task 53. Head teachers and teachers differed with principals on their expectations for the task of inviting press coverage of school activities. However, all groups showed relatively strong intra-group consensus for dependent action.

Discussion

The anomaly of no significant differences but disagreement on direction occurred in four instances on tasks related to program, although consensus within the groups concerned was low.

Teachers, it was observed, disagreed with principals on eleven of the fourteen tasks in this category, four of them at the highly significant .001 level. In five cases the disagreement appeared to be in the direction of expected action.

Consensus within groups was generally lower for tasks in this category than in those related to teachers or pupils. There was, however, a greater tendency for the respondents to favor complete independence of action than in the other task areas. Modal responses tended to be much higher and there appeared to be a greater number of instances in which all three groups favored the same response alternative. In Tasks 40, 44, 45, and 46 for example, all groups expressed a modal expectation of autonomous action by the head teacher (response alternative I). Similarly, all three groups favored action only with the knowledge and consent of the principal (response alternative III) for Tasks 42, 43, 47, 51, 52, and 53.

Principals showed a strong tendency to control action on most of the tasks relating to program. Head teachers were expected by most principals to act on their own initiative in certain routine tasks but in tasks which brought them into contact with parents or members of the community at large, they were expected by a majority of the principals to act only with their knowledge and consent or to take no action. It may be speculated that principals wish to maintain control of decisions

for action in matters pertaining to the public because they are answerable to their superintendents and school trustees for the consequences of inappropriate action. That principals manifested a very high degree of consensus for dependent action on Tasks 42, 43, 47, and 53 lends credence to this notion. It will be observed that the first three of these tasks involve the school in direct interactions with parents while the fourth brings the school into the direct view of the community as a whole.

It may be of significance to note that even though teachers differed markedly with principals in their expectations on most tasks, the three tasks on which they showed consensus for dependent action were among those for which principals indicated their highest degree of consensus, namely, Tasks 42, 43, and 53.

The high degree of agreement between head teachers and teachers contrasted with the high degree of disagreement between teachers and principals might again be attributed to the working relationship. Head teachers and teachers are daily involved in situational interactions while teachers and principals often may not see one another for several days.

IV. TASKS RELATED TO SUPPLIES AND FACILITIES

Most of the eleven tasks related to supplies and facilities were clerical tasks, some of which required action only on an annual basis.

Agreement on Independent Action

The tasks on which intergroup agreement on independent action was

indicated are presented in Table XI with the combined percentages of response alternatives I and II.

TABLE XI

PERCENTAGE OF RESPONDENTS FAVORING INDEPENDENT ACTION ON TASKS RELATED TO SUPPLIES AND FACILITIES WHERE INTERGROUP AGREEMENT WAS INDICATED

Task No.	Task	Percentage of Respondents Favoring Independent Action HT	T	P
63	Requisitioning emergency maintenance through other than the principal	66	62	65
64	Maintaining inventories of school furniture and equipment	55	64	56

Task 63. Intergroup agreement on the expectation of independent action was indicated for the task of requisitioning emergency maintenance, although agreement was strongest within the independence category on the alternative requiring the head teacher to communicate with the principal following action.

Task 64. Head teachers and principals expressed low intra-group consensus on the task of maintaining inventories of furniture and instructional equipment. Over one-third of the respondents in these two groups indicated the opposing expectation of action only with the knowledge and consent of the principal.

Agreement on Dependent Action

Agreement on dependent action was indicated for only one of the

tasks related to supplies and facilities.

Task 55. Comparatively strong intra-group consensus as well as intergroup agreement was indicated on the task of ordering text books directly from the Text Book Branch. Seventy-one per cent of the head teachers, 73 per cent of the teachers, and 76 per cent of the principals agreed that it was the principal's prerogative to initiate action on this task.

Disagreement on Expected Action

Teachers and principals disagreed significantly on the greatest number of tasks in this major category. They differed on seven of the remaining eight tasks, two of which were at the .001 level. The tasks on which disagreement between groups was indicated are shown in Table XII together with the distributions of responses and levels of significance.

Task 54. It was head teachers and teachers who differed on their expectations for the task of receiving, issuing, and maintaining an inventory of texts. All groups, however, indicated consensus on independent action for this task.

Task 56. Intra-group consensus was indicated by head teachers and teachers on the expectation of independent action for the task of discarding unserviceable texts. Principals, however, though showing a low degree of consensus, indicated that this task was one on which they should assume the responsibility for action.

TABLE XII

INTERGROUP COMPARISONS OF EXPECTATIONS BY PER CENT OF RESPONSE ON TASKS RELATED TO SUPPLIES AND FACILITIES WHERE DISAGREEMENT WAS INDICATED

Task No.	Task	Groups Compared	Response Alternatives I	II	III	IV	Levels of Significance	
54	Receiving, issuing, and maintaining an inventory of texts	HT	43	17	36	4		
		T	51	20	21	8	HT-T	.05
		P	47	15	33	5		
56	Discarding unserviceable texts	HT	51	19	27	3		
		T	52	17	26	5	HT-P	.01[a]
		P	37	9	39	15	T-P	.01[a]
57	Receiving and maintaining an inventory of teaching supplies	HT	45	21	29	5		
		T	55	18	21	6		
		P	39	14	37	9	T-P	.05
58	Allocating or issuing teaching supplies to teachers	HT	69	10	17	4		
		T	71	9	11	9		
		P	59	8	27	6	T-P	.05
59	Selecting and ordering supplies through other than the principal	HT	23	11	40	26		
		T	27	12	42	19		
		P	13	7	41	39	T-P	.01
60	Collecting money for workbooks, class pictures, etc.	HT	51	13	29	9		
		T	53	11	22	14	HT-P[a]	
		P	36	14	46	4	T-P	.001[a]
61	Dismissing pupils because of plant failures (e.g. heat, light, water)	HT	10	11	71	8		
		T	12	18	65	5		
		P	3	8	71	18	T-P	.001
62	Requisitioning buses for field trips through other than the principal	HT	12	6	48	34		
		T	13	11	56	20		
		P	5	11	39	45	T-P	.01

An "a" indicates that disagreement was found in the direction of expected action.

Tasks 57 and 58. Disagreement between teachers and principals was found on the tasks of receiving and maintaining an inventory of supplies and of issuing supplies to teachers. However, all groups indicated consensus on the expectation of independent action for these tasks and in every instance favored the autonomous action expressed by alternative I.

Tasks 59, 61, and 62. Disagreement was found between the expectations of teachers and principals for the tasks of ordering supplies, of dismissing pupils because of plant failures, and of requisitioning buses for field trips. Once again, however, strong intra-group consensus was indicated. All three groups appeared to favor dependent action for these tasks.

Task 60. Teachers and principals disagreed at the highly significant .001 level on their expectations for the task of collecting money for workbooks or projects. Principals indicated a lack of consensus on this task while head teachers and teachers showed intra-group consensus on independent action.

Discussion

For tasks in this last major category the tendency again is for principals to maintain their prerogative to control action in any matters which extend beyond the school. Communications with the Text Book Branch of the Department of Education were to be dealt with through the principal. Ordering teaching supplies or buses through other than the principal would bring head teachers into direct contact with

personnel in other departments of the school district, and dismissing pupils would require direct interactions with parents. The principals apparently wish to take the responsibility for decisions in these areas. An exception to this will be seen in the task of requisitioning emergency maintenance, but even here 42 per cent of the principals expressed the expectation that they should be informed of any action taken by the head teacher.

Teachers continued to show substantial disagreement with principals on tasks in this category. Apart from the incontiguous nature of the teacher-principal working relationship it is difficult even to speculate as to the reasons for this wide disparity. Perhaps the teachers have not been "let in" on the principal's expectations for the role of head teacher. In other words, teachers have had access neither to a verbal affirmation nor a published role description on which to base their own expectations for the head teacher's behavior.

A very strong response, often in excess of one-third of the respondents, continued to occur for response alternative III. This was for the expectation that head teachers should take action only with the knowledge and consent of the principal. In fact, in virtually every instance in the eleven tasks related to supplies and facilities, alternative III was either the modal expectation or the second highest for all groups. This observation presents a somewhat incongruous picture. When alternative III was the modal response it contributed significantly to the strength of the expectation for dependent action. When it ranked second it detracted significantly from the strength of the expectation for autonomous action.

The prevalently high incidence of response for alternative III, with its attendant influence on the degree of intra-group consensus on the direction of action, suggests that this mode of action by head teachers may be worthy of greater attention. Although it is classified as a dependent course of action in terms of the dependence-independence dichotomy, it does not deny the head teacher the possibility of action. It only requires the principal's knowledge and consent. Were alternative III the only course of action open to the head teacher, this would not necessarily negate the expectations for independent action expressed by alternatives I and II. The principal may give his consent for action on a certain task, which may then be construed in subsequent occurrences of the same task as authorization to act independently.

V. SUMMARY

The expectations held by three classes of respondents for the action of the head teacher with respect to fifty-one discrete tasks have been examined in this chapter. The tasks were classified according to those related to teachers, those related to pupils, those related to program, and those related to supplies and facilities.

The chi-square test was applied to the intergroup comparisons of raw data and inferences were drawn, where chi-square was significant, as to the nature of the disagreement. In some cases differences in the direction of expected action were indicated and in others the disagreement appeared to be more of intensity than of direction.

Head teachers and teachers, it was found, disagreed on only eight of the tasks while head teachers and principals disagreed on seventeen

and teachers and principals disagreed on twenty-eight. All three groups indicated agreement on precisely one-third of the tasks.

When the tasks were analyzed in terms of the degree of intra-group consensus indicated by the dichotomized percentages, it was found that each group showed lack of consensus on only one task. Intra-group consensus on the expectation of independent action was indicated by head teachers for twenty-eight tasks, by teachers for thirty-one tasks, and by principals for twenty-one tasks. Head teachers, teachers, and principals showed consensus on dependent action for twenty-two tasks, nineteen tasks, and twenty-nine tasks respectively.

Analysis of the differences revealed by chi-square and by the dichotomized percentages suggested that teachers tend to ascribe more freedom for independent action to the head teachers than do head teachers themselves, who in turn perceive their role in terms of more autonomy than do principals.

Principals indicated strongly the expectation that head teachers should not take independent action on any tasks which involved interactions beyond the immediate school environment. Action on tasks relating to pupil and teacher placement and performance was also apparently considered by principals to be their prerogative.

CHAPTER V

COMPARISON OF ACTUAL ROLE PERFORMANCE WITH EXPECTATIONS

The extent to which there was agreement between the actual role behavior as reported by head teachers and the expectations held by teachers and principals is analyzed in this chapter. Comparisons of the raw data were again tested to determine whether the observed differences were significant. The results are reported in terms of the tasks on which agreement was indicated between expectations and practice and in terms of the tasks on which disagreement was revealed by the chi-square test.

As in the previous chapter it was also possible upon inspection of the data to speculate as to the nature of the disagreement. Where chi-square was found to be significant, it will be remembered, the differences may have resulted from intergroup disagreement on direction of action or from disagreement within one or other of the dependence-independence categories.

I. TASKS RELATED TO TEACHERS

Agreement on Independent Action

The tasks on which head teachers' reported practice agreed with the expectations of independent action held by teachers and principals are shown in Table XIII.

Tasks 18, 22, and 24. When the dichotomized percentages were

compared for the tasks of orienting substitute teachers, of scheduling supervision duties, and of instructing teachers on the use of special equipment a high level of agreement was apparent. Head teachers for the most part are performing these tasks according to the expectations of teachers and principals.

TABLE XIII

HEAD TEACHERS' ACTUAL ROLE PERFORMANCE COMPARED WITH EXPECTATIONS OF TEACHERS AND PRINCIPALS ON TASKS RELATED TO TEACHERS WHERE INTERGROUP AGREEMENT WAS INDICATED FOR INDEPENDENT ACTION

Task No.	Task	Percentage of Head Teachers Reporting Independent Action HT	Percentage of Respondents Favoring Independent Action T	P
18	Orientation of substitute teachers	82	87	72
21	Providing liaison between principal and staff	53	51	57
22	Scheduling pupil supervision duties	86	84	73
24	Instructing teachers on the use of special equipment	82	88	91

Task 21. Although agreement between practice and expectations was indicated for the task of providing liaison, the convergent trend within groups toward independent action was very low.

Task 19. The task of orienting new teachers does not appear in Table XIII because of an anomalous result in the distribution of responses. Although chi-square failed to reveal significant differences

between groups, there appeared to be a fairly decisive indication of disagreement in direction when head teachers' reported performance was compared with principals' expectations. Fifty-eight per cent of the head teachers said they acted independently while only 40 per cent of the principals expressed the expectation of independent action. A potential for conflict might well be inferred from this disparity. Head teachers' reported practice agreed with teachers' expectations for independent action on this task.

Agreement on Dependent Action

Table XIV shows the dichotomized percentages for the tasks on which agreement on dependent action was indicated between actual role performance as reported by head teachers and the expectations of teachers and principals.

TABLE XIV

HEAD TEACHERS' ACTUAL ROLE PERFORMANCE COMPARED WITH EXPECTATIONS OF TEACHERS AND PRINCIPALS ON TASKS RELATED TO TEACHERS WHERE INTERGROUP AGREEMENT WAS INDICATED FOR DEPENDENT ACTION

Task No.	Task	Percentage of Head Teachers Reporting Dependent Action HT	Percentage of Respondents Favoring Dependent Action T	P
15	Observing teachers in the classroom	90	89	88
25	Checking pupil report cards	87	88	86

Tasks 15 and 25. Agreement among head teachers on their de facto performance was very high for the tasks of observing teachers in

action and checking pupil report cards after they had been completed by the teacher. Strong conformity of practice to expectations was also indicated for these two tasks.

Disagreement Between Practice and Expectations

When the head teachers' reported role performance was compared with the expectations held by teachers and principals for tasks related to teachers, disagreement between head teachers and teachers was indicated on four tasks, three of which were at the highly significant .001 level. Two of the five tasks on which head teachers and principals differed were at the .001 level. These tasks are shown in Table XV together with the response distributions and the significance levels at which disagreement was indicated.

Tasks 17 and 27. Head teachers indicated fairly decisively that they were dependent upon the principal for action on the tasks of arranging for substitute teachers and assigning teachers to teach special subjects. The somewhat ambivalent expectations of teachers on the direction of action for Task 17 and on the intensity of dependent action for Task 27 probably contributed to the disagreement revealed by chi-square. Conformity of practice to the expectation of dependent action for Task 27 indicated almost conclusively that action on this task was the principal's prerogative.

Tasks 14, 20, and 25. The expectations of principals for the tasks of assisting teachers to plan lessons, advising teachers on how to deal with discipline problems, and establishing the disciplinary climate

TABLE XV

COMPARISONS BY PERCENTAGE OF RESPONSE OF HEAD TEACHERS' ACTUAL ROLE PERFORMANCE WITH EXPECTATIONS OF TEACHERS AND PRINCIPALS ON TASKS RELATED TO TEACHERS WHERE DISAGREEMENT WAS INDICATED

Task No.	Task	Groups Compared	Response Alternatives I	II	III	IV	Levels of Significance	
14	Assisting teachers to plan lessons	HT	27	4	11	58		
		T	26	4	9	61		
		P	25	4	30	41	HT-P	.02
16	Convening school staff meetings	HT	30	17	21	32		
		T	41	17	36	6	HT-T	.001[a]
		P	19	9	41	31	HT-P	.05
17	Arranging for substitute teachers	HT	13	17	20	50		
		T	27	18	21	34	HT-T	.05
		P	26	19	15	40		
20	Advising teachers on how to deal with classroom discipline problems	HT	46	21	17	16		
		T	39	21	28	12		
		P	19	28	43	10	HT-P	.001[a]
23	Establishing disciplinary climate for the school	HT	55	20	24	1		
		T	47	19	33	1		
		P	32	20	45	3	HT-P	.01
26	Planning and conducting in-service events for teachers	HT	3	3	17	77		
		T	7	4	46	43	HT-T	.001
		P	4	8	49	39	HT-P	.001
27	Assigning teachers to teach subject specialties (art, music, P.E., etc.)	HT	6	4	23	67		
		T	10	9	41	40	HT-T	.001
		P	1	1	30	68		

An "a" indicates that disagreement was found between practice and expectations in the direction of action.

for the school proved to be incongruent with the actual role performance reported by head teachers for these tasks. The difference appeared to be a difference of intensity in Task 14 and of direction in Task 20. The low consensus indicated by principals for Task 23 undoubtedly contributed to the significant chi-square. A potential for conflict is inherent in the disagreement of practice with expectations in Task 20.

Tasks 16 and 26. Disagreement was indicated between the actual role performance reported by head teachers and the expectations of both teachers and principals for the tasks of convening staff meetings and planning in-service events. Teachers showed low consensus for independent action and principals indicated fairly high consensus for dependent action while almost as many head teachers reported taking independent action as reported dependence upon the principal for Task 16. For Task 26, however, the differences were of intensity rather than direction. Agreement of practice with the expectations of teachers and principals for dependent action was very high for this task.

Discussion

Agreement of practice with expectations was revealed for all groups on seven of the fourteen tasks related to teachers. Teachers agreed with head teachers on three more tasks and principals agreed with head teachers on two more. Both teachers and principals disagreed with head teachers on two tasks. However, it is important to observe that some of the differences indicated by the chi-square test could be accounted for within one or other of the dependence-independence categories. For example, the intergroup disagreement revealed in Tasks 14,

26, and 27 was clearly disagreement in the intensity of actual or expected action and not of direction. In the last two instances particularly, the direction of dependent action in both practice and expectations was decisively indicated.

The de facto performance of head teachers disagreed in direction with the expectations of principals for Tasks 19 and 20. In both cases the majority of head teachers reported taking independent action while principals expressed the expectations of dependent action. The possible causes of this disagreement are manifold but the effect must almost certainly be interpersonal conflict, either tacit or expressed. Face-to-face communication, initiated by the principal, would appear to be the appropriate course of action to minimize the conflict inherent in the performance of these two tasks.

II. TASKS RELATED TO PUPILS

Agreement on Independent Action

Agreement between the head teachers' actual role performance and the expectations of independent action held by teachers and principals was indicated on four of the tasks related to pupils. These are presented in Table XVI with the dichotomized percentages of the independence category.

Task 35. Only a small majority of head teachers indicated that they were taking independent action on the task of inviting parents to conferences. However, agreement of practice with expectations was shown for this task.

TABLE XVI

HEAD TEACHERS' ACTUAL ROLE PERFORMANCE COMPARED WITH EXPECTATIONS OF TEACHERS AND PRINCIPALS ON TASKS RELATED TO PUPILS WHERE INTERGROUP AGREEMENT WAS INDICATED FOR INDEPENDENT ACTION

Task No.	Task	Percentage of Head Teachers Reporting Independent Action HT	Percentage of Respondents Favoring Independent Action T	P
35	Inviting parents to conferences to discuss pupils' achievement or behavior problems	55	52	51
36	Transferring pupils out of the school	77	68	67
38	Registering and placing new pupils	75	68	75
39	Dealing with sick or injured pupils	93	94	90

Tasks 36 and 38. Performance conformed to expectations at a comparatively high level for the tasks of transferring pupils out of the school and of registering new pupils.

Task 39. For the task of dealing with sick or injured pupils, 93 per cent of the head teachers reported that they were acting independently but 56 per cent of them said they were communicating with the principal following action. Agreement of role performance with the expectations of teachers and principals was indicated for this task at a very high level.

Agreement on Dependent Action

The tasks on which the actual role behavior of head teachers conformed to the expectations of teachers and principals for dependent action are shown in Table XVII.

TABLE XVII

HEAD TEACHERS' ACTUAL ROLE PERFORMANCE COMPARED WITH EXPECTATIONS OF TEACHERS AND PRINCIPALS ON TASKS RELATED TO PUPILS WHERE INTER-GROUP AGREEMENT WAS INDICATED FOR DEPENDENT ACTION

Task No.	Task	Percentage of Head Teachers Reporting Dependent Action HT	Percentage of Respondents Favoring Dependent Action T	P
30	Providing police and welfare agencies with information about pupils	78	83	88
31	Making decisions in doubtful cases regarding promotion of individual pupils	95	93	97
33	Testing pupils: aptitude	80	86	76
34	Testing pupils: achievement	72	83	70

Tasks 30, 31, 33, and 34. The dichotomized percentages for the tasks of providing information to police or welfare agencies, making promotional decisions, and administering aptitude or achievement tests indicated a high degree of conformity of practice to the expectation of dependent action. Head teachers, for the most part, are leaving decisions for action on these tasks to the principal. It should be noted that the head teacher's modal response for each of these tasks was that

they were acting only with principals' knowledge and consent. This mode of action requires the principal to make the decision as to whether he will assume the initiative for action or whether he will delegate the responsibility.

Disagreement Between Practice and Expectations

Reported practice disagreed with expectations on the four tasks which are presented in Table XVIII. The response distributions for each group are given together with the levels at which disagreement was indicated.

Task 28. Head teachers' reported practice disagreed with principals' expectations for the task of dealing with pupils sent for disciplining. This disagreement, however, appeared to be more of intensity than of direction. Seventy-five per cent of the head teachers said they were taking independent action on this task.

Task 29. Although teachers' expectations were incongruent with head teachers' actual performance for the task of dismissing persistently disobedient pupils, differences again were attributable to disagreement within the dependence category of action.

Task 32. Half of the head teachers said they were acting independently on the task of checking on pupil absentees and half said they were leaving decisions for action to the principal. Teachers' expectations were in disagreement with the actual role performance for this task.

Task 37. Teachers and head teachers again disagreed on the task

TABLE XVIII

COMPARISONS BY PERCENT OF RESPONSE OF HEAD TEACHERS' ACTUAL ROLE PERFORMANCE WITH EXPECTATIONS OF TEACHERS AND PRINCIPALS ON TASKS RELATED TO PUPILS WHERE DISAGREEMENT WAS INDICATED

Task No.	Task	Groups Compared	Response Alternatives I	II	III	IV	Levels of Significance	
28	Dealing with pupils sent for disciplining	HT	47	28	22	3		
		T	41	41	16	2		
		P	24	44	32	0	HT-P	.01
29	Dismissing pupils for persistent misbehavior or disobedience	HT	0	4	46	50		
		T	4	4	64	28	HT-T	.01
		P	1	1	36	62		
32	Checking on pupil absentees	HT	36	14	22	28		
		T	42	27	16	15	HT-T	.02[a]
		P	45	21	21	13		
37	Transferring pupils within the school	HT	17	9	43	31		
		T	19	13	52	16	HT-T	.05
		P	15	9	42	34		

An "a" indicates that disagreement was found between practice and expectations in the direction of action.

of transferring pupils within the school but the disagreement appeared to be on the intensity of dependent action.

Discussion

The expectations of teachers and principals were in agreement with the actual role behavior of head teachers on eight of the twelve tasks related to pupils. There appeared to be a high degree of uniformity among head teachers on their actual performance of the tasks in this category. A substantial majority of the head teachers reported taking independent action on four of the tasks and dependent action on six others.

Principals and head teachers differed only on the task of dealing with pupils sent for disciplining but this difference appeared to have occurred within the dependence category of the dichotomized percentages. From the very high level of agreement between practice and the expectations of principals it might be inferred that the limits of the head teacher's authority with respect to these tasks have been more explicitly defined. In other words, head teachers may be acting in conformity with the behavior they know is expected of them.

III. TASKS RELATED TO PROGRAM

Agreement on Independent Action

The de facto performance of head teachers agreed with the expectations of teachers and principals for independent action on only one of the tasks related to program.

Task 45. Eighty-four per cent of the head teachers reported taking independent action on the task of scheduling the use of the school playgrounds. This was in close conformity to the expectations held by teachers and principals, of whom 93 per cent and 72 per cent respectively, favored independent action.

Tasks 41 and 49. Agreement between the expectations of teachers and principals and the actual role performance reported by head teachers was indicated for the tasks of initiating assemblies for special occasions and of organizing the school athletic program. However, only slightly over 50 per cent of the head teachers said they were acting independently while 56 per cent of the principals expressed the expectation of dependent action for both tasks.

Conformity of practice to expectations of dependent action was not found on any of the tasks related to program.

Disagreement Between Practice and Expectations

Considerable disagreement between practice and expectations was revealed by chi-square on tasks related to program. The tasks on which disagreement was shown are presented in Table XIX with the distributions of responses and the significance levels at which disagreement was indicated.

The actual performance of head teachers appears to differ markedly from the expectations held by teachers and principals. Head teachers and teachers disagreed on six out of fourteen possible tasks, four of which were at the .001 level; head teachers and principals differed on

TABLE XIX

COMPARISON BY PERCENT OF RESPONSE OF HEAD TEACHERS' ACTUAL ROLE PERFORMANCE WITH EXPECTATIONS OF TEACHERS AND PRINCIPALS ON TASKS RELATED TO PROGRAM WHERE DISAGREEMENT WAS INDICATED

Task No.	Task	Groups Compared	Response Alternatives I	II	III	IV	Levels of Significance	
40	Holding regular assemblies	HT	53	6	23	18		
		T	64	11	19	6	HT-T	.01
		P	49	5	39	7	HT-P	.05
42	Initiating school programs to which the parents and public are invited	HT	18	7	56	18		
		T	18	15	61	6	HT-T	.02
		P	8	13	71	8	HT-P	.02
43	Initiating plans for parent-teacher conferences	HT	24	9	45	21		
		T	26	19	42	13		
		P	9	13	61	17	HT-P	.05
44	Timetabling for the use of special facilities (e.g. activity room, art room, music room, etc.)	HT	62	12	12	14		
		T	67	17	12	4		
		P	43	23	30	4	HT-P	.001
46	Conducting fire drills	HT	77	11	6	5		
		T	76	14	8	2		
		P	70	5	22	3	HT-P	.02
47	Planning and sending notices to parents	HT	24	14	48	14		
		T	31	21	41	7	HT-T[a]	
		P	5	19	61	15	HT-P	.01
48	Organizing and directing school traffic patrol	HT	31	16	19	34		
		T	50	14	29	7	HT-T	.001[a]
		P	34	17	45	4	HT-P	.001[a]
50	Organizing and directing operation of library facilities	HT	54	12	18	16		
		T	57	17	17	9		
		P	31	15	47	7	HT-P	.001[a]

TABLE XIX (Continued)

Task No.	Task	Groups Compared	Response Alternatives I	II	III	IV	Levels of Significance	
51	Approving invitations to community members to speak in classrooms (e.g. postmaster, fire-chief, world travellers)	HT	21	10	38	31		
		T	31	19	40	10	HT-T	.001[a]
		P	12	20	50	18	HT-P	.05
52	Approving field trips not requiring buses	HT	17	8	45	30		
		T	27	26	39	8	HT-T	.001[a]
		P	12	9	55	24		
53	Inviting press coverage of school activities	HT	11	7	41	41		
		T	17	9	58	16	HT-T	.001
		P	1	7	65	27	HT-P	.001

An "a" indicates that disagreement was found between practice and expectations in the direction of action.

ten, of which four were also at the .001 level of significance.

Task 40. The expectations of both teachers and principals disagreed with the head teachers' reported practice for the task of holding regular assemblies. The convergent trend within groups, though relatively low for head teachers and principals, was for independent action.

Tasks 42 and 53. Disagreement between practice and expectations was also indicated by all groups for the tasks of initiating school programs to which the parents and public were invited and of inviting press coverage of school activities. The dependent action reported by 74 per cent of the head teachers, however, appeared to conform to the direction of the expectations held by teachers and principals.

Tasks 43 and 47. The expectations of principals proved incongruent with the head teachers' actual performance on the tasks of initiating plans for parent-teacher conferences and of planning and sending notices to parents. Analysis of the dichotomized percentages showed all groups agreeing on the direction of action for Task 43 but a bare majority of the teachers favoring independent action for Task 47 compared with 62 per cent of the head teachers reporting and 76 per cent of the principals favoring dependent action.

Tasks 44 and 46. Principals and head teachers also disagreed on the tasks of scheduling the use of special facilities and of conducting fire drills. Part of this disagreement in both cases could be attributed to the large number of principals who favored response alternative

III. Otherwise, agreement on the direction of independent action was indicated for these tasks.

Task 48. The expectations of both teachers and principals differed at the .001 level with the reported practice of head teachers on the task of organizing and directing a school traffic patrol. Differences in direction were indicated. It may be speculated that the 53 per cent of the head teachers who reported dependent action did so because no traffic patrol was required for their schools.

Task 50. The disagreement between the head teachers' actual role performance and principals' expectations on the task of organizing and directing operation of library facilities appeared to be a decisive difference on the direction of action. Fifty-four per cent of the head teachers reported completely autonomous action (alternative I) while 47 per cent of the principals expected action only with their knowledge and consent (alternative III).

Task 51. The head teachers' de facto performance differed from the expectations of both teachers and principals for the task of approving invitations to community members to speak in classrooms. While head teachers and principals appeared to agree on the direction of dependent action, teachers showed a lack of intra-group consensus on this task.

Task 52. A difference in the direction of action was indicated when teachers' expectations were compared with head teachers' actual performance on the task of approving field trips not requiring buses.

Seventy-five per cent of the head teachers said they were dependent upon the principal for action on this task while 53 per cent of the teachers favored independent action.

Discussion

The action reported by head teachers for tasks related to program appears to underline the proposition that principals are maintaining control of decisions for action on tasks which involve the school and its personnel in direct interactions with parents and the community.

It might be conjectured that the disagreement evinced between the de facto performance of head teachers and the expectations of teachers holds less potential for conflict than the disagreement between head teachers and principals. In support of this notion, it was observed that in every instance of significant differences revealed by chi-square the tendency is for teachers to ascribe more freedom for independent action to head teachers than head teachers said they were taking. This view is further substantiated by the observation that in four of the six cases where differences were shown, teachers favored independent action while head teachers reported dependent action. The converse of this assumption, then, might also be argued. In all but two tasks where disagreement was shown, principals favored less independence or more dependence than was reported by head teachers.

IV. TASKS RELATED TO SUPPLIES AND FACILITIES

Agreement on Independent Action

Agreement between practice and the expectations of independent

action was indicated for the two tasks shown in Table XX.

TABLE XX

HEAD TEACHERS' ACTUAL ROLE PERFORMANCE COMPARED WITH EXPECTATIONS OF TEACHERS AND PRINCIPALS ON TASKS RELATED TO SUPPLIES AND FACILITIES WHERE INTERGROUP AGREEMENT WAS INDICATED FOR INDEPENDENT ACTION

Task No.	Task	Percentage of Head Teachers Reporting Independent Action HT	Percentage of Respondents Favoring Independent Action T	P
58	Allocating or issuing teaching supplies to teachers	77	80	67
63	Requisitioning emergency maintenance through other than the principal	51	62	65

Task 58. Relatively strong conformity of practice to expectations was indicated for the task of issuing supplies to teachers. Seventy-seven per cent of the head teachers reported taking independent action on this task while 67 per cent of the principals and 80 per cent of the teachers indicated that they favored this mode of action.

Task 63. A scant 51 per cent of the head teachers said that they acted independently on the task of ordering emergency maintenance. Thirty-five per cent of them reported taking action only with the principal's knowledge and consent. Principals, on the other hand, expressed moderately high intra-group consensus on the expectation of independent action for head teachers.

Tasks 56 and 60. Though chi-square failed to reveal significant differences in the comparisons of the head teachers' actual role performance with principals' expectations on the tasks of discarding unserviceable texts and of collecting money, there appeared to be some disagreement on the direction of action. Just under 60 per cent of the head teachers reported taking independent action on both of these tasks while 54 per cent of the principals expressed the expectation of dependent action on Task 56 and showed a lack of consensus on Task 60.

Agreement on Dependent Action

Agreement between performance and the expectation of dependent action was indicated on only one of the tasks related to supplies and facilities.

Task 55. Strong conformity of practice to expectations was indicated for the task of ordering texts directly from the Text Book Branch. Seventy-eight per cent of the head teachers said they were either taking no action or acting only with the principal's knowledge and consent. This was compared with 73 per cent of the teachers and 76 per cent of the principals who also favored dependent action.

Disagreement Between Practice and Expectations

The expectations of teachers disagreed with the head teachers' actual role performance on six of the tasks related to supplies and facilities. These are shown in Table XXI with the distributions of responses and levels of significance. No disagreement was indicated by chi-square between head teachers and principals.

TABLE XXI

COMPARISON BY PERCENT OF RESPONSE OF HEAD TEACHERS' ACTUAL ROLE PERFORMANCE WITH EXPECTATIONS OF TEACHERS AND PRINCIPALS ON TASKS RELATED TO SUPPLIES AND FACILITIES WHERE DISAGREEMENT WAS INDICATED

Task No.	Task	Groups Compared	Response Alternatives I	II	III	IV	Levels of Significance	
54	Receiving, issuing, and maintaining an inventory of texts	HT	42	15	38	5		
		T	51	20	21	8	HT-T	.05
		P	47	15	33	5		
57	Receiving and maintaining an inventory of teaching supplies	HT	38	19	33	10		
		T	55	18	21	6	HT-T	.05
		P	39	14	37	9		
59	Selecting and ordering supplies through other than principal	HT	18	6	36	40		
		T	27	12	42	19	HT-T	.01
		P	13	7	41	39		
61	Dismissing pupils because of plant failures (e.g. heat, light, water)	HT	1	7	81	10		
		T	12	18	65	5	HT-T	.001
		P	3	8	71	18		
62	Requisitioning buses for field trips through other than the principal	HT	8	3	50	39		
		T	13	11	56	20	HT-T	.01
		P	5	11	39	45		
64	Maintaining inventories of school furniture and instructional equipment	HT	34	13	39	14		
		T	44	20	20	16	HT-T	.02[a]
		P	37	19	35	9	HT-P[a]	

An "a" indicates that disagreement was found between practice and expectations in the direction of action.

Tasks 54 and 57. Teachers tended to ascribe considerably more autonomy than head teachers actually reported for action on the tasks of receiving and maintaining inventories of texts and teaching supplies. About one-third of the head teachers said they were acting only with the principal's knowledge and consent on these tasks.

Tasks 59, 61, and 62. Disagreement was indicated by the chi-square test between head teachers' reported practice and teachers' expectations for the tasks of ordering supplies, dismissing pupils because of plant failures, and requisitioning buses for field trips. Though a majority of the head teachers reported dependent action on these tasks and teachers tended to favor dependent action, teachers continued to see the head teacher's role in terms of more freedom for independent action than head teachers reported in actual practice.

Task 64. Both teachers and principals showed consensus on the expectation of independent action while 53 per cent of the head teachers reported taking dependent action on the task of maintaining inventories of furniture and equipment. However, chi-square revealed significant differences only in the comparisons of head teachers' and teachers' responses.

Discussion

Though the chi-square test failed to reveal significant differences in any of the comparisons of head teachers' reported behavior with principals' expectations on tasks related to supplies and facilities, three instances of disagreement in direction were observed when the

dichotomized percentages were analyzed. The otherwise high level of agreement between head teachers and principals seems to suggest a clearer mutual understanding of the nature of the expected action on these tasks than for those in the other categories. Teachers, on the other hand, appeared to disagree with head teachers mainly on the extent of the head teacher's autonomy.

V. SUMMARY

The actual role behavior as reported by head teachers was compared with the expectations held by teachers and principals in this chapter to determine the extent to which there was agreement.

Conformity of practice to expectations was indicated for all groups on twenty-three of the tasks. Head teachers and principals agreed on a total of sixteen tasks and head teachers and teachers agreed on nineteen. The area of greatest disagreement appeared to be on tasks related to program.

Head teachers reported taking independent action on twenty-five tasks compared with the intra-group consensus of teachers and principals for thirty-one and twenty-one respectively. Similarly, a majority of the head teachers said they were dependent upon the principal for action decisions on twenty-five tasks while teachers and principals showed intra-group consensus on nineteen and twenty-nine respectively.

The indications were that head teachers were assuming the initiative for independent action on routine administrative tasks while leaving action on tasks which involve interactions beyond the immediate

school environment to the principals.

Teachers appeared to view the role of head teacher in terms of more freedom for independent action than was reported by head teachers in their actual performance.

CHAPTER VI

ANALYSIS OF OPEN-END QUESTIONS

The data analyzed in the foregoing chapters were obtained from fixed-alternative responses on the questionnaire used in this study. In order to provide the respondents with an opportunity to expand their views on the position of head teacher, several open-end questions were provided. An attempt was made to summarize the most frequently recurring responses to the questions and these are reported in this chapter together with related discussion.

I. ADVANTAGES OF THE POSITION OF HEAD TEACHER

All three groups of respondents were asked to list the advantages which they saw in the position of head teacher. The frequencies of these reported advantages are shown in Table XXII.

Teachers, head teachers, and principals alike, viewed the position of head teacher as a good training ground for future administrators. One respondent also used the term "proving ground" which suggests the advantage of being able to observe the head teacher in action and to evaluate his potential before appointing him to a higher administrative position. Teachers and principals were more inclined to view the head teacher as a responsible deputy of the principal than were head teachers themselves. Head teachers, it was observed in Chapter IV, appeared to view themselves more as resident building principals than as deputies.

The advantage of economy is patently in favor of school boards. Though few respondents made this point, most of those who did made the pejorative inference that head teachers were simple "cheap principals."

The advantage suggested by six head teachers that they could divert ultimate responsibility to the principal tended to negate the advantage of using their initiative suggested by fifteen other head teachers.

TABLE XXII

ADVANTAGES OF THE POSITION OF HEAD TEACHER AS REPORTED BY THREE CLASSES OF RESPONDENTS

Reported Advantages	Teachers N=60	Head Teachers N=92	Supervising Principals N=47
The position provides administrative training and experience	10	29	22
The head teacher has an opportunity to establish a favorable climate in his relations with pupils, teachers, and parents	9	16	2
The head teacher has an opportunity to use his initiative in making "on the spot" decisions	2	15	4
The head teacher is a responsible deputy of the principal	16	6	14
The position offers extra remuneration	7	14	6
The position carries a rewarding prestige	2	2	5
The position is an administrative economy for the school board	3	7	2
The head teacher can divert ultimate responsibility to the supervising principal	3	6	3

NOTE: N refers to the actual number who responded to this open-end question and not necessarily to the total possible number for each class of respondent.

II. PROBLEMS OF THE HEAD TEACHER

Head teachers were asked to list any problems or disadvantages which they felt were inherent in their position. These are presented in Table XXIII ranked according to frequency of response.

TABLE XXIII

PROBLEMS AND DISADVANTAGES REPORTED BY HEAD TEACHERS
RANKED BY FREQUENCY OF RESPONSE

Rank	Problems Reported by Head Teachers	Frequency
1	Too much extra work with no released time Demands of the extra-curricular program	52
2	Interruptions to class	28
2	Responsibility without authority to act (a) unable to decide when to act (b) lack of freedom to use own initiative	28
3	Lack of clearly defined duties Lack of clearly defined limits of authority	25
4	Lack of responsibility or authority (a) regarding supervision of teachers (b) regarding school discipline (c) regarding general administration	20
5	Inadequate salary	18
6	Extra responsibility (a) liaison	13
7	Lack of respect or prestige	12
8	Position is too dependent upon the principal	11
9	Lack of secretarial assistance	8
10	Inability to contact principal when needed	4

The most crucial problem of head teachers appears to be the need for released time to perform their administrative duties. Allied to this problem was the lack of secretarial assistance. Several respondents, in commenting on the particular need for released time, indicated that the demands of the extra-curricular program and of pupil supervision duties deprived them of what free time was available. Others felt that the time they spent on out-of-class duties significantly detracted from the time they would normally use for lesson planning.

The lack of responsibility or authority to act was a problem which was expressed in a variety of ways. Some references were specific while others were of a more general nature. Eight head teachers, for example, felt they should have more authority in supervising teachers, nine felt that they had been assigned responsibility without authority to act, and thirteen said they lacked freedom to use their own initiative. Contrasted with these responses was the notion that head teachers were given extra responsibilities which they did not want. Six head teachers made this observation and another seven cited the particular responsibility of acting as a liaison between the principal and irate parents or disgruntled teachers as an undesirable duty.

Twenty-eight head teachers reported that frequent interruptions of their classes was a serious problem. These interruptions were usually to answer the phone, to discipline a child from another classroom, to direct parents or district staff to various rooms, or to make decisions on a myriad of minor problems each day. Head teachers were asked specifically if they felt that their pupils suffered because of

the demands made on the head teachers during their teaching time. The responses to this question may be summarized as follows:

Emphatically Yes	9
Yes	40
Negligible or Qualified	12
No	41
No Response	14
Total	116

Some of the variability in these responses may undoubtedly be accounted for in situational factors such as size of school, accessibility of teachers to parents, or disciplinary climate.

Another frequently recurring problem was that of the lack of clearly defined duties. Twenty-five head teachers felt that their ambiguous position created numerous difficulties for them, especially when confronted with a situation needing immediate action. The problem of deciding when and how to act was obviously created by the lack of explicitly defined duties.

The problem of salary was raised by eighteen head teachers who felt that the extra remuneration was not commensurate with the responsibilities they had.

Because the allegedly ambiguous nature of the position created confusion in the minds of pupils, teachers, and parents alike regarding the head teacher's authority, twelve head teachers felt that the position lacked prestige or failed to command the respect of others.

One further problem raised by eleven head teachers was the contingency of a successful role performance upon the type of person who

occupied the counter position of principal. The relevance of this notion has been substantiated by numerous recent studies of leader behavior.

III. SUGGESTIONS FOR IMPROVEMENT

Teachers, head teachers, and principals were asked to suggest ways in which the position of head teacher might be improved. Related ideas were classified according to one of the six comprehensive suggestions which are reported with response frequencies in Table XXIV. It

TABLE XXIV

SUGGESTIONS FOR IMPROVING THE POSITION OF HEAD TEACHER AS REPORTED BY THREE CLASSES OF RESPONDENTS

Suggestions for Improvement	Head Teachers N=69	Supervising Teachers N=89	Principals N=35
The head teacher should be allowed more relief time in which to perform his administrative duties	8	30	8
The head teacher's duties should be clearly defined	20	25	5
The head teacher should have more delegated authority, more independence, or more autonomy	20	22	7
The head teacher should have stenographic assistance	5	17	2
Better allowances should be paid to the head teacher	3	11	9
The position of head teacher should be abolished and each school should be administered by its own principal	9	9	3

NOTE: N refers to the actual number who responded to this open-end question and not necessarily to the total possible number for each class of respondent.

will be readily observed that the suggestions offered simply underscore the problems and disadvantages reported by head teachers in Table XXIII.

One exception to this was the suggestion by nine teachers, nine head teachers, and three principals that the position be abolished and that each school be administered by its own resident principal.

The responses of head teachers indicated strong recommendations for more released time for the head teachers to perform their administrative duties, for a more explicit role definition, and for a greater degree of autonomy. Teachers agreed with head teachers on the last two proposals but appeared to be less concerned about the need for released time. Principals recommended better allowances for head teachers and agreed with head teachers on the need for more relief from the teaching load.

It is perhaps a little surprising that seven principals suggested more independence for head teachers since authority to define the duties of head teachers is largely vested in the principals themselves.

IV. SUMMARY

The open-end questions tended to overlap one another with the inevitable result that there was some repetition in the responses. A respondent, for example, may have suggested that the lack of clearly defined duties was a problem or a disadvantage and that the position might be improved by clarifying the duties. While this situation may have arisen, it was an exception rather than a rule.

A further consideration in interpreting the responses to these

questions was the incidence of no response. The large number of non-respondents raises the question of bias among the respondents.

Nevertheless, the comments which were given brought out some interesting issues and problems which are worthy of attention. The need for a clearly defined role prescription, for example, was a recurring theme in the subjective responses which appeared to be augmented by the disparity observed in many of the role expectations. The expectation of extended authority for head teachers was enunciated in the responses to the open-end questions and it too was confirmed in the head teachers' perceptions of their role.

The question of released time for head teachers to perform their administrative duties is one which may well have relevance for one school district and not for another. The proximity of the principal's office to the schools under his direction would almost certainly have a bearing on such a need, as would the size of the school. One school district, however, cited the inefficiency of the system of relief teachers as one reason for changing to the system of head teachers.

Some of the responses for one question appear to be contradicted by the responses for another question. It will be noted, for example, that fourteen head teachers reported the extra remuneration that head teachers received was an advantage to the position while eighteen others felt that the pay was not commensurate with the added responsibility. Fifteen head teachers felt that they could use their initiative and ten said they could not act independently. Half of the head teachers felt that class interruptions were a problem; the other half did not consider these a problem.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

I. REVIEW OF THE PROBLEM

The purpose of this study was to examine the role of the head teacher in British Columbia elementary schools. A questionnaire was mailed to head teachers, teachers, and principals to obtain the following information:

1. A description of the respondents according to age, sex, professional experience, and training.

2. The expectations of teachers and principals for the role of head teacher.

3. The head teachers' perceptions of their role.

4. A report by the head teachers of their actual role performance.

5. A description of the head teachers' working situation according to the number of teachers and pupils in the school, the grades enrolled and the grades taught by the head teachers, and the geographical relation of their schools or annexes to the parent schools in which the principals' offices were located.

6. Some suggested advantages, disadvantages, and ways to improve the position of head teacher.

7. The main problems of head teachers.

Comparisons were made of the expectations held by different groups for the role of the head teacher to ascertain whether or not there was

disagreement among the respondents. An attempt was made to discover the extent to which there was consensus on the definition of the role and to compare the expectations of principals and teachers with the actual role performance of head teachers.

II. SUMMARY OF FINDINGS

The fifty-one specific tasks listed in the questionnaire were grouped into four main categories; those related to teachers, those related to pupils, those related to the educational program, and those related to supplies and facilities. Comparisons of intergroup frequencies were made and the chi-square test was applied to determine the significance of the observed differences. A probability of occurrence of $p \leq .05$ was accepted as significant.

Expectations for the Role of Head Teacher

Table XXV summarizes according to category of task, the numbers of tasks on which agreement was indicated between and among groups at the specified level. Head teachers and teachers indicated agreement on the greatest number of tasks while teachers and principals agreed on the fewest. One reason advanced for this discrepancy was the working relationship. Head teachers and teachers might be expected to be in greater agreement since they are in daily interaction while principals and teachers often may not see one another for several days. All three groups agreed on precisely one-third of the tasks.

The number of tasks and the direction, whether of dependent or independent action, for which consensus was shown within groups is

TABLE XXV

NUMBER OF TASKS FOR WHICH AGREEMENT ON EXPECTATIONS BETWEEN AND AMONG GROUPS WAS INDICATED

Task Categories	N[a]	Groups Compared			
		HT-T	HT-P	T-P	HT-T-P
Tasks related to teachers	14	11	8	7	6
Tasks related to pupils	12	10	8	9	5
Tasks related to program	14	12	8	3	3
Tasks related to supplies, etc.	11	10	10	4	3
Totals	51	43	34	23	17

[a]Possible number of tasks in each category.

given in Table XXVI. Consensus among the three classes of respondents was shown for all tasks related to pupils, six of these in the direction of independent action by the head teachers and six in the direction of dependent action. The lowest number of tasks for which consensus among all groups was indicated occurred in those related to program.

It will be observed in Table XXVI that the sum of the tasks for both dimensions and for all groups falls one short of the possible number. Each group divided its responses evenly for one task so that consensus could not be inferred for that task. Head teachers were evenly divided on the task of convening staff meetings, teachers on the task of approving invitations to community members to speak in classrooms, and principals on the task of collecting money for supplies.

Head teachers and teachers both indicated consensus on the

TABLE XXVI

NUMBER OF TASKS FOR WHICH INTRA-GROUP CONSENSUS ON DIRECTION OF EXPECTED ACTION WAS INDICATED

Task Categories	N[a]	Number of Tasks on Which Consensus was Indicated For Independent Action			Number of Tasks on Which Consensus was Indicated For Dependent Action		
		HT	T	P	HT	T	P
Tasks related to teachers	14	7	8	5	6	6	9
Tasks related to pupils	12	6	6	6	6	6	6
Tasks related to program	14	8	10	5	6	3	9
Tasks related to supplies etc.	11	7	7	5	4	4	5
Totals	51	28	31	21	22	19	29

[a]Possible number of tasks in each category.

expectation of independent action for more tasks than did principals. Conversely, principals expressed the expectation of dependent action on more tasks than either head teachers or teachers.

Discussion. Much of the disagreement indicated by the chi-square test was accounted for within one or other of the dependence-independence categories. That is, the differences were of intensity rather than of direction. For example, though some disagreement was shown in the intergroup comparisons of expectations for tasks related to pupils, this disagreement virtually disappeared when the dichotomized percentages were compared. All three groups indicated consensus in the same direction for the same tasks in this category.

It has already been observed that head teachers and teachers tend to ascribe more autonomy to the position of head teacher than do principals. Principals, on the other hand, show a strong tendency to maintain control of decisions for action on tasks which would involve teacher or pupil placement and performance and also on tasks which would bring the school or its personnel into direct interactions with parents or other members of the community.

Expectations Compared with Actual Role Performance

The fifty-one tasks were again grouped in the four major categories and the expectations of teachers and principals were compared with the actual role performance as reported by the head teachers. The chi-square test was applied to both comparisons. The convergent trend was again observable from the combined percentages of response alternatives I and II and alternatives III and IV.

The number of tasks for which agreement was indicated between the expectations of teachers and principals and the actual role behavior of head teachers is shown in Table XXVII. The expectations of principals agreed with the head teachers' actual role behavior in thirty-five of the fifty-one tasks. Head teachers and teachers agreed on only thirty-two.

Head teachers and principals indicated complete agreement on tasks related to supplies and facilities, and agreement on eleven of the twelve tasks related to pupils. The greatest disparity between expectations and performance occurred in tasks related to program. Agreement was indicated on only four of the fourteen tasks in this category.

TABLE XXVII

NUMBER OF TASKS FOR WHICH AGREEMENT BETWEEN EXPECTATIONS AND ACTUAL ROLE PERFORMANCE WAS INDICATED

Task Categories	N[a]	Groups Compared HT-T	HT-P	HT-T-P
Tasks related to teachers	14	10	9	7
Tasks related to pupils	12	9	11	8
Tasks related to program	14	8	4	3
Tasks related to supplies etc.	11	5	11	5
Totals	51	32	35	23

[a]Possible number of tasks in each category.

The convergent trend of the actual role behavior reported by head teachers appeared to be somewhat indecisive for the following nine tasks:

Task Number	Response Alternatives I and II	Response Alternatives III and IV
16	47%	53%
21	53	47
32	50	50
35	55	45
41	51	49
48	47	53
49	54	46
63	51	49
64	47	53

The number of tasks on which head teachers indicated agreement on their actual performance is compared with the number of tasks on which teachers and principals indicated consensus on expectations in Table XXVIII. A comparison of the summarized data in Table XXVI with those of Table XXVIII reveals that head teachers reported taking

TABLE XXVIII

NUMBER OF TASKS ON WHICH HEAD TEACHERS' ACTUAL ROLE PERFORMANCE CONFORMED TO THE EXPECTATIONS OF TEACHERS AND PRINCIPALS ON THE DIRECTION OF ACTION

Task Categories	N[a]	Number of Tasks on Which Conformity of Practice to Expectations was Indicated for Independent Action			Number of Tasks on Which Conformity of Practice to Expectations was Indicated for Dependent Action		
		HT	T	P	HT	T	P
TASKS RELATED TO:							
Teachers	14	7	8	5	7	6	9
Pupils	12	5	6	6	6	6	6
Program	14	7	10	5	7	3	9
Supplies etc.	11	6	7	5	5	4	5
Totals	51	25	31	21	25	19	29

independent action on three fewer tasks in their de facto performance than they agreed on in their self-expectations for the role. In all three instances, however, the convergent trend on both perceptions and performance was very low.

Discussion. When expectations were compared, it was head teachers and teachers who showed the greatest degree of agreement. When expectations were compared with performance, however, it was head teachers and principals who concurred on the greatest number of tasks. This agreement between the legitimate role definer and the role incumbent was perhaps to be expected. Conformity of practice to expectations appeared to be more decisive when the combined percentages were compared even

though a low convergent trend was indicated on the actual performance of the nine tasks listed above.

III. CONCLUSIONS

From the data reported and analyzed in this study, it was possible to draw the following conclusions:

1. The closer the working relationship between the groups compared, the greater was the extent of the agreement between them. The relationships of particular concern in this study were those between teachers and head teachers and between principals and head teachers. Therefore, though the greatest disparity in the intergroup comparisons occurred between teachers and principals, this disagreement was relevant only to the extent that it contributed to the above conclusion.

2. Teachers tend to ascribe more freedom for independent action to the position of head teacher than do position incumbents, who in turn perceive their role in terms of more freedom for independent action than do their principals.

3. Principals apparently wish to maintain control of decisions for action which may involve the school or its personnel in direct interactions with others beyond the immediate school environment.

4. All three classes of respondents appear to agree that tasks involving the placement or performance of teachers or pupils are properly the prerogative of the principal.

5. A potential for conflict seems to be inherent in the disparity between the head teachers' actual role performance and the

expectations held by both principals and teachers for a number of specific tasks discussed in this study.

6. The expectations of independent and dependent behavior are mutually exclusive and incompatible. Opposing commitments within alter groups or between alter groups place the head teacher in an ambivalent position which requires him either to compromise or to establish priorities. Potential for conflict is inherent in either choice of action.

7. The often conflicting expectations held for the role of head teacher appear to result in part from the lack of an explicit role definition.

8. The position of head teacher is being more widely used by district superintendents. This appears to be a consequence of two factors: (a) the need to provide for more adequate supervision of instruction, and (b) Departmental policy to build small, local elementary schools where expansion is needed.

IV. IMPLICATIONS AND RECOMMENDATIONS

The conclusions reached in this study lead to the following observations:

1. A recurring theme in the various responses given by head teachers was that their ambiguous position was due in large measure to the lack of a clearly defined role description. It may well be that the tasks for which a high degree of agreement was indicated in this study, might form the basis of a list of prescribed duties. Alternatively, it

is the investigator's opinion that potential for conflict among the groups investigated would be greatly reduced if a list of specific tasks (such as that appearing in the questionnaire) were published, to specify the action expected of the head teacher with respect to each task. The obvious improvement of this notion is for all three classes of position incumbents to discuss each task in relation to situational and personal factors and mutually to agree upon the expected behavior for each task. An annual review of these expectations would be highly recommended.

2. Among the problems and disadvantages cited by head teachers were those related to the extra work load and the need for secretarial assistance and/or released time to attend to administrative and clerical duties. Added to these was the problem of classroom interruptions which half of the head teachers felt was a significant problem. The wide range of intervening variables which bear on these problems makes their resolution prohibitive. However, it may be that some head teachers do not accept a longer work day as an inevitable concomitant of added responsibilities. Too, a great many classroom interruptions can be avoided by a firm assertion of policy and by gradually "educating" parents to direct their inquiries to the principal's office.

3. The head teacher is apparently subject to some of the responsibilities of a building principal without having the necessary authority to act on his own initiative. This anomalous situation may be attributed in part to the rather obscure definition of the head teacher in the Public Schools Act. The Act defines the head teacher as one who

"shall have charge" and then appears to nullify the implicit authority of the phrase by adding "under the direction." In view of the increasing utilization of the position in British Columbia elementary schools, and the varying conceptions of the role as revealed in this study, it is recommended that the position be reviewed and perhaps redefined in more precise terms.

V. SUGGESTIONS FOR FURTHER STUDY

1. Community pride in the local school is an almost universal phenomenon. Parents hold certain expectations for their children's teachers and they also look for educational leadership among the professional staff of their local school. The expectations held by parents for the role of head teacher would be a fruitful field for further study.

2. Administrative and supervisory advantages to the position of head teacher have been implied. The educational advantages might be explored in terms of unified testing programs, centralized resources, and staff utilization.

3. There appears to be a potential for conflict in many of the head teacher's interactions with alter-groups. The reasons for this conflict, its effect on institutional and individual productivity, and the climate of the organizational context of the head teacher's position are areas worthy of further research.

4. One of the main problems attending the position of head teacher was reported to be the lack of released time to perform administrative duties. A study of the head teacher's work load might well yield

findings that would have important implications for the question of released time and the adequacy of salary.

This study of the role of the head teacher in British Columbia has raised some issues which it is felt are worthy of further investigation, especially in the context of the individual school district. It is recognized that there are many situational variables from district to district. However, the expanding use of the position of head teacher seems to coincide with the expanding population and economy of the province. All the indications seem to be that the position will continue to be used for many years to come.

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APPENDIX A

INAUGURATION DATES

TABLE XXIX

YEAR WHEN ADMINISTRATIVE ORGANIZATION USING HEAD TEACHERS WAS INAUGURATED BY SCHOOL DISTRICT

School District No.	Name	Date When System Was Inaugurated	Number of Head Teachers January, 1965
12	Grand Forks	1964	1
19	Revelstoke		3
30	South Cariboo	1962	1
31	Merritt	1963	2
32	Fraser Canyon	1962	4
35	Langley	1961	25
36	Surrey	1955[a]	21
37	Delta		4
38	Richmond	1950-55[a]	16
39	Vancouver	1945-46	19
41	Burnaby	1957	2
44	North Vancouver	1961[a]	6
49	Ocean Falls	1961	2
50	Queen Charlotte	1964	1
53	Smithers	1964	4
54	Terrace	1961	2
61	Greater Victoria	1946-47	6
65	Cowichan	1961-62	4
68	Nanaimo	1946	21
76	Agassiz	1963-64	3
	Total		147

[a]Approximately.

APPENDIX B

SALARY SCHEDULES FOR HEAD TEACHERS

TABLE XXX

SAMPLE OF SCHEDULE OF ALLOWANCES FOR HEAD TEACHERS
IN 1964 AGREEMENTS

School District	Per Annum Allowance
No. 12 (Grand Forks)	4/5 of the allowance paid to principals
No. 18 (Golden)	$300.00
No. 20 (Salmon Arm)	$100.00 for one room plus $10 for each additional room
No. 30 (South Cariboo)	$100.00 for the first teacher supervised; $50.00 for the second teacher supervised and $45.00 for each other teacher supervised.
No. 32 (Fraser Canyon)	4 per cent of basic salary
No. 38 (Richmond)	$175.00 for the first two rooms plus $75.00 for each additional room
No. 39 (Vancouver)	1 to 3 Divisions: $584 - 1st year; 769 - 2nd year; 954 - Maximum 4 to 6 Divisions: $834 - 1st year; 1019 - 2nd year; 1204 - 3rd year; 1389 - Maximum 7 or more Divisions: $1204 - 1st year; 1389 - 2nd year; 1574 - Maximum
No. 36 (Surrey)	Two to six teachers, including self $300 Over six teachers, including self $450
No. 54 (Smithers)	One-half of the allowance the principal receives for that school. (Based upon the allowance paid for the first ten teachers.)
No. 61 (Victoria)	$100 per classroom including self

NOTE: The sample was chosen to illustrate the variety of formula used to determine the head teacher's allowances.

APPENDIX C

THE INSTRUMENT

Head Teachers and
Teachers-in-Charge

General Information and Instructions
For Completing the Questionnaire

1. The purpose of the accompanying questionnaire is to gather information which will be used in a study to describe the position of head teacher.

2. Although the identity of each school district and principalship is being maintained for purposes of analysis, complete anonymity in the analysis of data and the reporting of findings is assured. Please do not sign your questionnaire.

3. Your assistance is requested in obtaining the consent of one other member of your staff, preferably a teacher of grade (or the nearest grade) to complete the teacher's form of the questionnaire (i.e. the pink copy). Self-addressed envelopes are provided for returning the completed questionnaires.

4. It will be appreciated if the respondents will complete the questionnaire independently, without discussing the items among themselves.

5. Please note that you are asked to make <u>two</u> responses for each item in Part II of the questionnaire.

   (a) In Column A give your opinion as requested in the instructions for Part II.

   (b) In Column B describe the way in which you actually perform the tasks listed.

   (c) When responding in Column B, change the code to read "The head teacher <u>does</u>. . ." instead of "The head teacher should. . . ."

I shall begin tabulating the questionnaire returns after May 31, 1965. Your kindness in completing and returning the questionnaire promptly will be greatly appreciated.

John A. McTaggart
University of Alberta

Department of Educational
Administration

QUESTIONNAIRE - Part I
Personal and Professional Background

IBM Code

1. 2. 3. 4.

5. Check one to describe your present position.

Teacher (1)
Head Teacher (2)
Teacher-in-charge (3)
Teaching Principal (4)
Supervising Principal Teaching part time (5)
Supervising Principal No scheduled teaching (6)

6. Your sex and present marital status

Single Male (1)
Married Male (2)
Single Female (3)
Married Female (4)
Widow (5)

7. Your age

Under 24 years (1)
25 to 29 years (2)
30 to 34 years (3)
35 to 39 years (4)
40 to 44 years (5)
45 to 49 years (6)
50 to 54 years (7)
55 to 59 years (8)
60 years or over (9)

What grades do you teach in your present position? Please CIRCLE one or more.

1 2 3 4 5 6 7

Other specify

8. Check one to describe the extent of your professional training. (Include Normal School)

1 year (1)
2 years (2)
3 years (3)
BA (4)
BEd (Elem) (5)
BEd (Sec) (6)
MA (7)
MEd (8)
Diploma (9)
Other specify (0)

9. What teaching certificate do you hold at present?

EC (1)
EB (2)
EA (3)
PC (4)
PC(BEd Elem) (5)
PB/SB (6)
PA/SA (7)
PA (Master's) (8)
Other (9)

PRINCIPALS ONLY respond to next <u>TWO</u> questions.

10. How many head teachers are under your direction?

1 (1)
2 (2)
3 (3)
4 (4)
5 (5)
6 (6)
More than six (7)

11. How many schools or annexes do you supervise?

1 (1)
2 (2)
3 (3)
4 (4)
5 (5)
6 (6)
More than six (7)

12. How many years have you served with your present board?

1 year (1)
2 years (2)
3 years (3)
4 years (4)
5 years (5)
6 to 10 years (6)
11 to 15 years (7)
16 to 20 years (8)
Over 20 years (9)

13. What is your total teaching and supervisory experience? Include this year.

1 year (1)
2 years (2)
3 years (3)
4 years (4)
5 years (5)
6 to 10 years (6)
11 to 15 years (7)
16 to 20 years (8)
Over 20 years (9)

QUESTIONNAIRE - Part II
Expectations Held For the Position of Head Teacher

In this part of the questionnaire you are asked to choose among four alternatives to describe the extent of the responsibility that you think the head teacher should have with respect to a number of specific task areas.

The specific task areas are exclusive of the head teacher's own class.

The numbers beside each choice in the code below correspond to the numbers in the column at the right. Please CIRCLE one choice for each task area.

CODE

In my opinion the head teacher should act in one of the following ways with respect to each task area below:

1 The head teacher should <u>act independently</u> of the principal

2 The head teacher should <u>act and then communicate</u> with the principal

3 The head teacher should <u>act only with the knowledge and consent</u> of the principal

4 The head teacher should <u>take no action</u>

Column A

Head teachers, Teachers, and Principals respond in this column

Column B

ONLY Head teachers respond in this column

TASK AREAS	How the head teacher SHOULD ACT: 1 Act Independently	2 Act and then communicate	3 With knowledge and consent of principal	4 Take no action	How the head teacher DOES ACT: 1 Act Independently	2 Act and then communicate	3 With knowledge and consent of principal	4 Take no action
14. Assisting teachers to plan lessons	1	2	3	4	1	2	3	4
15. Observing teachers in the classroom	1	2	3	4	1	2	3	4
16. Convening school staff meetings	1	2	3	4	1	2	3	4
17. Arranging for substitute teachers	1	2	3	4	1	2	3	4
18. Orientation of substitute teachers	1	2	3	4	1	2	3	4
19. Orientation of new teachers	1	2	3	4	1	2	3	4
20. Advising teachers on how to deal with classroom discipline problems	1	2	3	4	1	2	3	4
21. Providing liaison between principal and staff	1	2	3	4	1	2	3	4
22. Scheduling pupil supervision duties (i.e. playground, lunch rooms, halls, etc.)								
23. Establishing disciplinary climate for the school	1	2	3	4	1	2	3	4
24. Instructing teachers on the use of special equipment	1	2	3	4	1	2	3	4
25. Checking pupil report cards after they have been completed by the teacher	1	2	3	4	1	2	3	4
26. Planning and conducting in-service events for teachers	1	2	3	4	1	2	3	4
27. Assigning teachers to teach subject specialties (art, music, P.E., etc.)	1	2	3	4	1	2	3	4

QUESTIONNAIRE - Part II (cont'd)

Code:
1 Act independently
2 Act and then communicate
3 Act with knowledge and consent of principal
4 Take no action

	Column A: How the head teacher SHOULD ACT				Column B: How the head teacher DOES ACT			
28. Dealing with pupils sent for disciplining	1	2	3	4	1	2	3	4
29. Dismissing pupils for persistent misbehavior or disobedience	1	2	3	4	1	2	3	4
30. Providing police and welfare agencies with information about pupils	1	2	3	4	1	2	3	4
31. Making decisions in doubtful cases regarding promotion of individual pupils	1	2	3	4	1	2	3	4
32. Checking on pupil absentees	1	2	3	4	1	2	3	4
33. Testing pupils: intelligence or aptitude	1	2	3	4	1	2	3	4
34. Testing pupils: achievement	1	2	3	4	1	2	3	4
35. Inviting parents to conferences to discuss pupils' achievement or behavior problems	1	2	3	4	1	2	3	4
36. Transferring pupils out of the school	1	2	3	4	1	2	3	4
37. Transferring pupils within the school	1	2	3	4	1	2	3	4
38. Registering and placing new pupils	1	2	3	4	1	2	3	4
39. Dealing with sick or injured pupils	1	2	3	4	1	2	3	4
40. Holding regular assemblies	1	2	3	4	1	2	3	4
41. Initiating assemblies for special occasions	1	2	3	4	1	2	3	4
42. Initiating school programs to which the parents and public are invited	1	2	3	4	1	2	3	4
43. Initiating plans for parent-teacher conferences	1	2	3	4	1	2	3	4
44. Timetabling for the use of special school facilities (e.g. activity room, art room, music room, etc.)	1	2	3	4	1	2	3	4
45. Scheduling use of school playgrounds	1	2	3	4	1	2	3	4
46. Conducting fire drills	1	2	3	4	1	2	3	4
47. Planning and sending notices to parents	1	2	3	4	1	2	3	4
48. Organizing and directing school traffic patrol	1	2	3	4	1	2	3	4
49. Organizing and directing school athletic program (including sports days)	1	2	3	4	1	2	3	4
50. Organizing and directing operation of library facilities	1	2	3	4	1	2	3	4
51. Approving invitations to community members to speak in classrooms (e.g. postmaster, fire-chief, world travellers, etc.)	1	2	3	4	1	2	3	4
52. Approving field trips not requiring buses	1	2	3	4	1	2	3	4

Code: 1 Act Independently
2 Act and then communicate
3 Act with knowledge and consent of principal
4 Take no action

	Column A: How the head teacher SHOULD ACT				Column B: How the head teacher DOES ACT			
53. Inviting press coverage of school activities	1	2	3	4	1	2	3	4
54. Receiving, issuing, and maintaining an inventory of texts	1	2	3	4	1	2	3	4
55. Ordering text books directly from the Text Book Branch	1	2	3	4	1	2	3	4
56. Discarding unserviceable texts	1	2	3	4	1	2	3	4
57. Receiving and maintaining an inventory of teaching supplies	1	2	3	4	1	2	3	4
58. Allocating or issuing teaching supplies to teachers	1	2	3	4	1	2	3	4
59. Selecting and ordering supplies through other than the principal	1	2	3	4	1	2	3	4
60. Collecting money for workbooks, class pictures, etc.	1	2	3	4	1	2	3	4
61. Dismissing pupils because of plant failures (e.g. heat, light, water)	1	2	3	4	1	2	3	4
62. Requisitioning buses for field trips through other than the principal	1	2	3	4	1	2	3	4
63. Requisitioning emergency maintenance through other than the principal	1	2	3	4	1	2	3	4
64. Maintaining inventories of school furniture and instructional equipment	1	2	3	4	1	2	3	4

In what ways could the position of head teacher be improved?

_____

_____

_____

What are the main advantages or disadvantages of the position of head teacher?

_____

_____

_____

_____

QUESTIONNAIRE - Part III

To be completed by Head Teachers and Teachers-in-Charge only

65. How many years have you served as a head teacher or teacher-in-charge? Include this year.

1 year	(1)
2 years	(2)
3 years	(3)
4 years	(4)
5 years	(5)
6 years	(6)
7 to 10 years	(7)
11 to 15 years	(8)
Over 15 years	(9)

66. How many full-time teachers are there in your school or annex? (Include yourself)

1	(1)
2	(2)
3	(3)
4	(4)
5	(5)
6	(6)
7	(7)
8	(8)
9	(9)
More than 9	(0)

67. What grades are enrolled in your school? Check the one which most closely describes your school.

Gr. 1, 2, and 3	(1)
Gr. 1 to 4	(2)
Gr. 1 to 5	(3)
Gr. 1 to 6	(4)
Gr. 1 to 7	(5)
Gr. 4, 5, and 6	(6)
Gr. 4 to 7	(7)
Gr. 5, 6, and 7	(8)
Other	(9)

specify

68. What is the total enrolment of your school or annex?

25 or fewer	(1)
26 to 70	(2)
71 to 109	(3)
110 to 148	(4)
149 to 187	(5)
188 to 226	(6)
227 to 265	(7)
266 to 304	(8)
Other	(9)

specify

69. Is your principal's main office located in the same building which you serve as head teacher?

Yes	(1)

If not, how far is your school or annex from the building in which the principal's office is located?

On the same grounds	(2)
Under 1 mile	(3)
Up to 2 miles	(4)
Up to 3 miles	(5)
Up to 4 miles	(6)
Up to 5 miles	(7)
Up to 10 miles	(8)
Over 10 miles	(9)

Specify

70. Is there a telephone in your school or annex?

Yes	(1)
No	(2)

71. Do you have released time from classroom teaching to perform your duties as head teacher?

No	(1)
Yes	(2)

specify

Do you believe that in the head teacher's class, his pupils suffer because of the demands made on him during his teaching time?

_____

What do you consider to be the main problems of the head teacher? List in order of importance.

_____

_____

APPENDIX D

RESPONSE DISTRIBUTIONS

TABLE XXXI

EXPECTATIONS HELD FOR THE ROLE OF HEAD TEACHER
BY FREQUENCY AND PER CENT OF RESPONSE

Task No.	Group	Response Alternatives I N	I %	II N	II %	III N	III %	IV N	IV %	No Response	Total
14	HT	30	27	6	5	27	24	50	44	3	113
	T	31	26	5	4	10	9	73	61	3	119
	P	19	25	3	4	23	30	31	41	0	76
15	HT	6	5	9	8	23	20	76	67	2	114
	T	8	7	5	4	19	15	90	74	0	122
	P	5	7	4	5	13	17	54	71	0	76
16	HT	38	33	19	17	32	28	26	22	1	115
	T	50	41	20	17	44	36	7	6	1	121
	P	14	19	7	9	30	41	23	31	2	74
17	HT	20	17	23	20	23	20	49	43	1	115
	T	32	27	21	18	25	21	41	34	3	119
	P	19	26	14	19	11	15	30	40	2	74
18	HT	82	72	15	13	8	7	9	8	2	114
	T	101	84	4	3	10	8	6	5	1	121
	P	49	64	6	8	16	21	5	7	0	76
19	HT	49	44	20	18	36	32	7	6	4	112
	T	62	52	11	9	37	31	10	8	2	120
	P	23	31	7	9	31	42	13	18	2	74
20	HT	44	39	30	27	25	22	13	12	4	112
	T	47	39	26	21	34	28	15	12	0	122
	P	14	19	21	28	32	43	7	10	2	74
21	HT	34	31	23	21	42	39	10	9	7	109
	T	39	35	18	16	43	38	12	11	10	112
	P	28	38	14	19	29	39	3	4	2	74
22	HT	77	67	18	16	18	16	2	1	1	115
	T	90	74	12	10	17	14	3	2	0	122
	P	41	54	14	19	20	26	1	1	0	76
23	HT	66	49	22	19	24	21	1	1	3	113
	T	57	47	23	19	40	33	1	1	1	121
	P	24	32	15	20	34	45	2	3	1	75

TABLE XXXI (Continued)

Task No.	Group	Response Alternatives I N	I %	II N	II %	III N	III %	IV N	IV %	No Response	Total
24	HT	86	75	7	6	15	13	7	6	1	115
	T	98	81	8	7	13	11	2	1	1	121
	P	62	83	6	8	7	9	0	0	1	75
25	HT	9	8	5	4	22	19	78	69	2	114
	T	11	9	3	3	14	11	94	77	0	122
	P	6	8	5	6	9	12	56	74	0	76
26	HT	5	5	7	6	35	31	66	58	3	113
	T	8	7	5	4	55	46	51	43	3	119
	P	3	4	6	8	37	49	29	39	1	75
27	HT	10	9	9	8	43	37	53	46	1	115
	T	12	10	11	9	49	41	48	40	2	120
	P	1	1	1	1	22	30	51	68	1	75
28	HT	54	47	42	37	13	12	5	4	2	114
	T	50	41	50	41	20	16	2	2	0	122
	P	18	24	33	44	24	32	0	0	1	75
29	HT	5	5	3	3	61	54	43	38	4	112
	T	5	4	5	4	75	64	33	28	4	118
	P	1	1	1	1	27	36	47	62	0	76
30	HT	17	15	15	13	64	56	19	16	1	115
	T	11	9	10	8	74	62	25	21	2	120
	P	4	5	5	7	42	55	25	33	0	76
31	HT	6	5	0	0	66	58	43	37	1	115
	T	6	5	3	2	56	46	57	47	0	122
	P	2	3	0	0	28	37	46	60	0	76
32	HT	43	38	19	17	27	24	24	21	3	113
	T	50	42	32	27	20	16	18	15	2	120
	P	34	45	16	21	16	21	10	13	0	76
33	HT	14	12	12	10	57	50	32	28	1	115
	T	7	6	10	8	61	50	43	36	1	121
	P	12	16	6	8	39	51	19	25	0	76
34	HT	21	18	15	13	45	40	33	29	2	114
	T	11	9	9	8	50	41	51	42	1	121
	P	13	17	10	13	35	46	18	24	0	76

TABLE XXXI (Continued)

Task No.	Group	Response Alternatives I N	I %	II N	II %	III N	III %	IV N	IV %	No Response	Total
35	HT	44	38	19	16	34	30	18	16	1	115
	T	45	37	18	15	39	32	19	16	1	121
	P	24	31	15	20	27	36	10	13	0	76
36	HT	53	46	40	35	18	16	4	3	1	115
	T	53	43	30	25	22	18	17	14	0	122
	P	28	37	23	30	15	20	10	13	0	76
37	HT	22	19	14	12	57	50	22	19	1	115
	T	23	19	16	13	62	52	19	16	2	120
	P	11	15	7	9	32	42	26	34	0	76
38	HT	52	45	37	32	23	20	3	3	1	115
	T	46	38	37	30	25	21	13	11	1	121
	P	32	43	24	32	17	23	2	2	1	75
39	HT	45	40	62	55	5	4	1	1	3	113
	T	54	44	61	50	6	5	1	1	0	122
	P	34	45	34	45	7	10	0	0	1	75
40	HT	66	58	9	8	28	25	10	9	3	113
	T	78	64	14	11	23	19	7	6	0	122
	P	37	49	4	5	29	39	5	7	1	75
41	HT	44	39	18	16	45	39	7	6	2	114
	T	51	42	22	18	44	36	5	4	0	122
	P	24	32	9	12	38	51	4	5	1	75
42	HT	25	22	10	8	71	62	9	8	1	115
	T	22	18	18	15	74	61	8	6	0	122
	P	6	8	10	13	54	71	6	8	0	76
43	HT	34	30	9	8	53	46	18	16	2	114
	T	31	26	23	19	50	42	15	13	3	119
	P	7	9	10	13	46	61	13	17	0	76
44	HT	67	59	19	17	17	15	10	9	3	113
	T	81	67	21	17	14	12	5	4	1	121
	P	32	43	17	23	22	30	3	4	2	74
45	HT	77	67	16	14	18	16	3	3	2	114
	T	99	81	15	12	6	5	2	2	0	122
	P	42	56	12	16	20	27	1	1	1	75

TABLE XXXI (Continued)

Task No.	Group	Response Alternatives I N	I %	II N	II %	III N	III %	IV N	IV %	No Response	Total
46	HT	84	74	14	12	14	12	2	2	2	114
	T	93	76	17	14	10	8	2	2	0	122
	P	53	70	4	5	17	22	2	3	0	76
47	HT	28	24	21	18	62	54	4	4	1	115
	T	37	31	25	21	49	41	9	7	2	120
	P	4	5	14	19	46	61	11	15	1	75
48	HT	41	38	22	20	33	31	12	11	8	108
	T	61	50	17	14	35	29	8	7	1	121
	P	24	34	12	17	32	45	3	4	5	71
49	HT	43	38	24	21	47	41	0	0	2	114
	T	53	43	24	20	42	35	3	2	0	122
	P	22	29	11	15	42	55	1	1	0	76
50	HT	59	54	18	16	27	25	6	5	6	110
	T	69	57	21	17	21	17	11	9	0	122
	P	23	31	11	15	35	47	5	7	2	74
51	HT	29	26	16	14	45	40	23	20	3	113
	T	38	31	23	19	48	40	12	10	1	121
	P	9	12	15	20	38	50	14	18	0	76
52	HT	31	28	14	12	43	39	23	21	5	111
	T	33	27	31	26	47	39	10	8	1	121
	P	9	12	7	9	41	55	18	24	1	75
53	HT	17	15	11	10	59	52	26	23	3	113
	T	21	17	11	9	70	58	19	16	1	121
	P	1	1	5	7	48	65	20	27	2	74
54	HT	49	43	19	17	41	36	4	4	3	113
	T	61	51	24	20	25	21	10	8	2	120
	P	36	47	11	15	25	33	4	5	0	76
55	HT	20	18	12	11	45	40	35	31	4	112
	T	23	19	10	8	53	45	33	28	3	119
	P	14	19	4	5	29	38	29	38	0	76
56	HT	58	51	22	19	30	27	3	3	3	113
	T	63	52	21	17	31	26	6	5	1	121
	P	28	37	7	9	29	39	11	15	1	75

TABLE XXXI (Continued)

Task No.	Group	Response Alternatives I N	I %	II N	II %	III N	III %	IV N	IV %	No Response	Total
57	HT	51	45	24	21	33	29	6	5	2	114
	T	67	55	22	18	25	21	7	6	1	121
	P	30	39	11	14	28	37	7	9	0	76
58	HT	78	69	11	10	19	17	5	4	3	113
	T	84	71	11	9	13	11	11	9	3	119
	P	44	59	6	8	20	27	4	6	2	74
59	HT	26	23	12	11	45	40	29	26	4	112
	T	32	27	15	12	50	42	23	19	2	120
	P	10	13	5	7	31	41	30	39	0	76
60	HT	58	51	15	13	33	29	8	9	2	114
	T	65	53	13	11	27	22	17	14	0	122
	P	27	36	11	14	35	46	3	4	0	76
61	HT	11	10	13	11	81	71	9	8	2	114
	T	15	12	22	18	79	65	6	5	0	122
	P	2	3	6	8	54	71	14	18	0	76
62	HT	13	12	7	6	54	48	38	34	4	112
	T	16	13	13	11	68	56	24	20	1	121
	P	4	5	8	11	29	39	34	45	1	75
63	HT	32	28	44	38	32	28	7	6	1	115
	T	33	27	42	35	36	30	9	8	2	120
	P	17	23	31	42	18	24	8	11	2	74
64	HT	48	42	15	13	39	34	12	11	2	114
	T	54	44	24	20	24	20	20	16	0	122
	P	28	37	14	19	26	35	7	9	1	75

TABLE XXXII

RESPONSE FREQUENCIES OF ACTUAL ROLE PERFORMANCE
AS REPORTED BY HEAD TEACHERS

Task No.	Response Alternatives I	II	III	IV	N	Task No.	Response Alternatives I	II	III	IV	N
14	29	4	12	61	106	40	56	6	24	19	105
15	5	5	8	88	106	41	37	18	46	7	108
16	32	18	23	34	107	42	20	8	60	20	108
17	14	18	21	54	107	43	26	10	49	23	108
18	75	10	8	11	104	44	63	12	12	15	102
19	44	17	28	15	104	45	76	12	14	3	105
20	49	22	18	17	106	46	83	12	7	5	107
21	31	24	37	11	103	47	26	16	52	15	109
22	74	18	13	2	107	48	28	15	17	31	91
23	58	21	26	1	106	49	33	25	43	6	107
24	82	6	13	6	107	50	56	12	19	16	103
25	9	4	8	86	107	51	22	11	41	33	107
26	3	3	18	81	105	52	18	8	47	32	105
27	6	4	25	71	106	53	12	7	43	43	105
28	51	30	24	3	108	54	45	16	40	5	106
29	0	4	48	53	105	55	15	8	44	38	105
30	11	13	57	25	106	56	47	16	34	9	106
31	4	1	53	50	108	57	41	20	35	11	107
32	39	15	23	30	107	58	71	12	15	9	107
33	14	7	48	38	107	59	19	6	38	42	105
34	19	10	39	39	107	60	53	10	36	9	108
35	45	15	27	22	109	61	1	8	87	11	107
36	46	37	18	7	108	62	8	3	52	40	103
37	18	10	47	34	109	63	19	36	38	15	108
38	44	38	21	6	109	64	37	14	42	15	108
39	39	60	8	0	107						

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